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ABSTRACT

This study was conducted to examine the reactions of children, parents, and teachers to the Loan Video Programme in Western Australia, which supplies videocassette recordings of the ABC (Australian Broadcasting Commission) school broadcasts to primary Distance Education Centre and School of the Air students in remote locations. Findings reported are based on data collected from unstructured interviews and questionnaires sent to 141 parents (with a 71% rate of return) and 38 teachers. Following an introduction and description of research methods, the discussion covers the attitudes of teachers, parents, and students; viewing patterns; integration of the videocassette programs with the curriculum; return and retention of videocassettes; the program newsletter; additional programs; and administration. Analysis of the data indicates that the program has been well received despite problems related to integrating ABC broadcasts with existing syllabi and to students completing follow-up activities. Positive benefits attributed to the program include greater student motivation to learn, increases in general knowledge, reductions in social and cultural isolation, and enhanced parental involvement. Appendices contain the study questionnaires. (Author/LMM)

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An evaluation of the Loan Video Programme in Western Australia

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VIDEO IN THE OUTBACK

An evaluation of the Loan Video Programme
in Western Australia *

Peter Hosie

Distance Education Centre
Audio-Visual Education Branch
Education Department of Western Australia
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FOREWORD

This study has been made in response to a request from the Commonwealth Department of Education and Youth Affairs for an evaluation of the Loan Video Programme in Western Australia. Information has been collected on educational and operational aspects of the Programme.

The potential of video to enhance learning for isolated students is increasingly being recognized. Technological advances in domestic video recorders over the last ten years have meant that educational television can now be readily supplied to isolated students. Providing video recordings of television broadcasts is a relatively straightforward process. However, given the problems of isolation, there is no guarantee that significant increases in student learning will necessarily result from the provision of the service.

Positive benefits associated with providing television broadcasts to isolated students have been reported: a reduction in social and cultural isolation is apparent, as well as enhanced parental involvement. Greater motivation to learning has also been noted, together with reports of increases in knowledge, imagination and creativity.

I wish to thank the many teachers, parents and children who co-operated with this survey. Mr P Hosie was ably assisted in the preparation of this report by Mr J Hosking of Audio-Visual Education Branch, and Dr P Deschamp and Mr M Williams of Research Branch.

Robert Vickery

R. L. Vickery
DIRECTOR-GENERAL OF EDUCATION
14.3.84

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Abbreviations Used in This Report

DEC = Distance Education Centre
SOTA = School of the Air
LVP = Loan Video Programme
VCR = Video Cassette Recorder
VHS = Video Home System
TV = Television Receiver
TT = Teacher Table
PT = Parent Table

INTRODUCTION

Children attending schools outside the range of normal television transmissions have been receiving video recordings of educational broadcasts since 1975. The advent of relatively low cost, reliable video equipment has meant this facility is now available to children who do not attend conventional schools.

Late in 1981, the Commonwealth Government announced its intention to fund a three-year, $4 million, pilot 'Loan Video Programme' (LVP) for all Australian States and the Northern Territory. Certain provisos were involved; each State is responsible for the expenditure of its allocated funds within guidelines established by consultation between State and Commonwealth Education Departments. Administrative and operational details are the concern of the States. In Western Australia, a steering committee was set up to formulate specific policy guidelines which would comply with broad Commonwealth directives.

By early 1982, the Education Department of Western Australia had established the Programme. Primary students of the Distance Education Centre and School of the Air students began receiving educational video cassettes in second term, 1982. An active partnership between the Audio-Visual Education Branch and the Distance Education Centre has developed since the Programme's inception.

Each week, a selection of ABC primary school broadcasts is copied onto Video Home System (VHS) video cassettes and sent to remote locations. Some 141[1] School of the Air and Distance Education Centre families are currently participating in the Programme, representing 67% of eligible isolated students in W.A. Eighty-three per cent of SOTA students and 37% of Distance Education Centre students are participating in the Programme, representing a projected 272[2] students. Where necessary, video playback facilities are provided for eligible students. There were 106 video cassette recorders and 97 television receivers on loan at the date of survey. A 5% growth rate is anticipated if the present criteria for inclusion are continued, bringing the total number of families participating to about 170, representing 327 children in 1984.

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1. All figures are for the date of questionnaire despatch (1 August 1983). Minor seasonal variations will be experienced in enrolments and equipment supplies. There have been up to 160 SOTA and DEC families participating in the Programme.

2. This figure was extrapolated from the 77% (100) surveys returned, representing a ratio of 1.9 children for each family watching the broadcasts. Percentages quoted have been rounded to the nearest whole number. See tables for exact percentages.

The Commonwealth Department of Education has requested that each State initiate an evaluation of its Programme's operation. Apart from determining the initial impact in educational and social terms, information pertaining to the future of the Programme after 1983 is needed. Feedback about operational and education aspects of the Programme are required so that enough lead time is allowed for any necessary alterations to be implemented. Information of a more operational nature is contained in Appendix J (Teachers' and Parents' Handbook).

The research was directed towards five broad areas:

(i) Who uses the service, how often and for how long? (i.e., number, age and sex of children); education programme - School of the Air or Distance Education; geographic location of dwelling; educational background of parents; previous access to television; previous use of video playback equipment.

(ii) Changes (attitudinal, behavioural, educational), experienced by students as a result of the Programme.

(iii) Parents' perceptions of the suitability or relevance for children's education of the material provided by the Programme.

(iv) The organizational and educational effectiveness of the Programme.

(v) Attitudes of teachers towards using video as an educational resource and strategies used in its implementation.

The Loan Video Programme in Western Australia aims to provide for isolated students the majority of educational television broadcasts[3] available to children in the viewing area. The evaluation of this Programme is framed with this goal firmly in mind.

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3. For semantic convenience, the term broadcast is used in preference to programme. The Loan Video Programme is referred to as the 'Programme'. Also, the term parent is taken, in most instances, to refer to a parent responding on behalf of a child.

A baseline study, suitable for immediate action (and to establish a point of comparison for later research) has been established. Hopefully, a useful comparison with interstate research will also be provided. There is a shortage of useful applicable research in this area. Local and overseas studies (as indicated by an ERIC search) on similar initiatives are limited. Most available information lacks relevance to local conditions and tends to be concerned with comparing video as one form of audio-visual delivery system. A recent pilot study of a similar programme in Queensland (Galvin and Malmborg, 1982) had methodological weaknesses in the evaluation techniques used - primarily its heavy reliance on the experiences of urban-based students for information. The scheme described is also significantly different in structure from the local Programme. Reports on the Carnarvon Pilot Loan Video Project (Madigan et. al, 1981; and Madigan, 1982) provide a useful starting point, but also deal with equipment and situations removed from the present operation.

Recent research by Henderson (1982) provides some points of comparison. Henderson's survey suggested the LVP has been well received. Specific issues of relevance, such as integrating ABC programmes with lessons and parents supervising student viewing, could potentially, be contrasted with this report. The small sample used (30) and the low response rate by teachers, however, make valid comparison difficult. Also, enough time has not elapsed since this research was conducted for observable trends to emerge. All of the research cited (except that of Henderson) relies heavily on personal observations for data. This method is not inherently weak, but to rely on anecdotes as a substitute for penetrating explanation and analysis, as much of the research does, is to provide data of questionable value.

The research was organized in two sections. One survey was directed to teachers (both School of the Air and Distance Education Centre), whilst the other was aimed at parents/supervisors and referred to students. Questionnaires were used predominantly. Unstructured 'interviews' with teachers, parents/ supervisors and children were conducted, when possible, in the field, in an effort to obtain qualified opinion regarding the survey information. Account was also taken of the extensive correspondence received, which was relevant to the research questions. Pertinent examples of such correspondence can be found in Appendix K. Clear, direct, closed-end multiple choice questions, with additional space for comments, made up the bulk of questions. This format provided for those who wished to give short answers while also allowing for those preferred to give fuller answers. The approach permitted easy tabulation while providing the depth of result necessary to account for opinions that were subtle and therefore

difficult to compose accurate survey items for. Most of the information used in this report was drawn from the surveys. Because of the unstructured, open-ended nature of the interviews with participants, only comments which serve to elucidate unclear opinions gained in the surveys have been reported.

The diverse nature of the participants in the Programme and the suitable sample size (parents 141, teachers 38), allowed everyone involved to be sent a survey questionnaire. The surveys were trialled by a small group of teachers and parents (10), so that ambiguous or poorly worded items could be modified or eliminated. The content of questions asked in the parent, guardian and supervisor surveys varied from those contained in the teacher survey. The teacher survey was anonymous, whilst the parent survey was not. Several comments written on returned surveys indicated that more frank responses would have resulted if parents had been able to remain anonymous. Each family's name, address, and details of their children's enrolment and equipment on loan were put on the survey sheets. This information was required for administrative purposes, such as cross-referencing equipment serial numbers. Teacher surveys were anonymous and, consistent with verbal comments previously received, more negatively critical of the Programme. A core set of common questions was included in each survey and interview, supplying an obvious point of comparison. Qualification of points requiring further extensive answers was sought from Schools of the Air as necessary. Each family was required to sign a contract agreeing to provide feedback pertaining to the Programme before joining. This, combined with an observed strong motivation to maintain the service, ensured a relatively high (71%) rate of parent survey returns. Due to time constraints (caused by slow postal returns of parent surveys and the researcher's lack of time) surveys have not been analysed in as much detail as would be desirable.

Completed surveys were still being received at the time of writing. Slow postal turnaround, a familiar fact of life for isolated people, is a continuing problem faced by the Programme. This is well illustrated by the slow response to questionnaires, which were still being received five months after despatch. Considering the reasonably high rate of survey return, further examination of the rate is unnecessary.

Observer reaction to this research appeared high. Another interviewer, who was not as well known or as intimately connected with the actual Programme, may have elicited deeper criticism. Parents frequently prefaced responses to survey questions as though they were personally addressing the researcher. People are often reluctant to be totally straightforward with the person immediately

involved with the Programme, assuming that any criticism will be interpreted as a personal slight. As pointed out by Rosenthal & Rosnow (1975 p.84), 'In survey and interview research, ... the risks of observational reactivity are... very high.' Responses to the questionnaires are often what people say they think, which is often what they think is not being counted. Subjects who have been surveyed and interviewed fairly often, such as this cohort group, would have extensive experience in providing answers likely to benefit their cause.

In addition, interviews about the Programme were recorded on film in the field. The resulting TV programme, Have Your Say, sought responses to the question posed by the letters (Appendix A) from the Commonwealth Department of Education. The survey results generally agreed with what people were prepared to say on camera. It is recommended that the programme be viewed in conjunction with reading this report, as well as the initial report to the Commonwealth Department of Education and Youth Affairs, (Appendix B).

The early increase in interest and motivation indicated might well be attributed to the novelty of the medium rather than any noticeable learning improvement. The 'Hawthorne effect' is well documented and especially noticeable with television and film. According to Hawthorne, a drop-off in performance and interest by students will be noticeable after lengthy exposure to the TV programmes, if this theory holds up to close scrutiny. Follow-up comparative research in 12 and 24 months would allow enough time for re-surveying to establish if the phenomenon is apparent here.

One weakness of the survey can possibly be counterbalanced by the interviews. The survey was completed by parents on behalf of their children. Children were asked their opinion in personal interviews and a cross reference with surveys, on their behalf, was made when possible. The parents, as 'go between' messengers were, like an extended game of Chinese whispers, at times unreliable. Future researchers in this area would be well advised to spend a greater proportion of time conducting in-depth interviews with the children concerned.

There was a contaminating factor which was present in the subjects' answers to both the surveys and interviews. The 'demand characteristics' isolated by Orne (1962, p.77b) were operating in a rather obvious way, because there was a desire by this politically astute group of people to maintain funding for the Programme. This may have led to overly positive responses, (i.e. those which appeared to be the most desirable) being given. Subjects probably felt pressured to oblige with the 'correct' or socially desirable response for the

survey and to give the impression of compliance with the interviewer. Parents have been encouraged to act in a certain manner, such as watching the broadcasts with their children. There was a wealth of responses which appeared, at times, to be too good to be true. Detailed, probing interviews and discussions could have counterbalanced many of the survey responses. Naturally enough, asking questions which have socially desirable options will, ceteris paribus, elicit commensurate distinctions of intent from the parents. Interviews with children, who are less sophisticated and relatively more honest than adults, provided more meaningful insights. Nevertheless, most responses were quite reasonable, with the (rather biased) sanguine views of some respondents easily disregarded.

A large number of unsolicited letters and notes from parents has been received since the Programme's inception. The majority have tended to be complementary but have often been tempered with suggestions for improvements. A lucid account of the views of the more inspired and articulate participants can be obtained from these letters. A selection of the more pertinent and relevant letters is provided in Appendix K. These provide more personalized data than this report can hope to. Correspondence of this kind has inevitably affected the directions the Programme has taken. Also, the questionnaire's design was influenced by comments gleaned from such sources, as well as the many conversations with parents (usually mothers) and children involved with the Programme.

Notwithstanding the fragility of survey research, a large amount of useful information has been accumulated and analysed. As previously mentioned, a substantial base for future research comparison has been established. Future research could profitably concentrate on a few case studies to contrast the survey information. It will be useful to compare the present results in 12 and 24 months' time to see if observable improvements in student leaning are apparent.

3.0 BACKGROUND

In order to place the use of educational television for isolated teachers and students in an appropriate learning context, the information below was given to teachers and parents.

3.1 Educational Considerations

There is only minimal educational value in watching TV broadcasts and doing nothing more. The exercise could be considered little more than entertainment value. For this reason, teachers at the Distance Education Centre preview the broadcasts being sent to students, and a newsletter containing complementary activities as well as administrative information is supplied with each week's video cassette.

Teachers are endeavouring to reinforce and enhance the knowledge and skills gained by the students watching the broadcasts by integrating them into teaching programmes. Significant learning can also occur when students make use of the complementary activities contained in the newsletter accompanying the video cassettes.

The activities are designed to be used before, during and after viewing the broadcasts, for, as the well-worn educational adage asserts,

I hear and I forget.
I see and I remember.
I do and I understand.

Answers to the questions contained in the complementary activities will be supplied for some broadcasts. Whether answers are given or not is at the discretion of the teacher responsible for previewing the broadcast concerned. Some questions are framed in a 'closed' form, i.e. accurate answers can be given, whereas others are more 'open-ended' and may require an opinion rather than a hard fact.

Answers for 'closed' questions are more likely to be included in the newsletter than those which are open to interpretation, such as discussion questions. However, children should not get the impression there is always one correct answer to a question. Some broadcasts try to stimulate creative thinking without necessarily looking for a specific answer, while others

concentrate on the affective (feelings) aspect of learning, to which there also is no one answer.

Parents are encouraged to watch the broadcasts with their children when possible. Follow-up discussions about the content of broadcasts can be of great value, as it is generally agreed that a shared experience facilitates effective learning.

Three programmes, which refer to various educational considerations of the LVP, were recorded in the Audio-Visual Education Branch's television studio. The programmes were dubbed onto the weekly video cassettes received by families.

Programme No. 1 : Introduction to the Loan Video Programme
(26 minutes)

Provides an introduction to the philosophy behind ABC programmes and gives examples of how students can effectively use educational television. Various aspects of past programmes made by the ABC are included.

Programme No. 2 : Choosing and Using Broadcasts
(15 minutes)

Further explanation of how children can make effective use of ABC programmes is given. A strong case is made for not allowing children to watch all programmes offered on each week's video cassette.

Programme No. 3 : In Reply
(15 minutes)

The possibilities and problems involved with the LVP are examined in an open format discussion. Two parents from the Carnarvon region re-examine, with educationalists, statements made in the previous programme.

Loan Video Programme No. 4 : Have Your Say
(28 minutes)

Records parents' and children's reactions in the field. The content complements the previous three programmes and features opinions of parents, teachers and children from the Port Hedland and Meekatharra Schools of the Air.

3.2 Teachers Notes

School of the Air and Distance Education Centre Teachers

As in the case with students learning in isolated locations, a teacher's facilitating role is crucial. An active involvement by teachers needs to be established if students are going to receive the full benefit such a valuable resource can offer. This is not an attempt to impose unwarranted extra work on already-pressured DEC and SOTA teachers. Rather it is positive encouragement to include the useful resource of television broadcasts in everyday teaching strategies, without dramatically increasing workloads. In some ways, this particular service provides a greater potential for useful exploitation of television as an educational resource than is available to teachers in normal classrooms.

Television broadcasting should be seen as an interesting way of stimulating student learning. The potential for edification is great, but simply exposing a student to a television programme will not ensure that learning gains accrue. Broadcasts produced by the ABC are intended to be used as resources, not self-contained lessons, i.e., a broadcast is not intended to teach a lesson. The value of broadcasts as learning resources is heavily dependent on the way in which they are used by the teacher and/or home tutor. Activities designed to complement the broadcasts need to be provided. They can be used in a variety of ways. Prior activities are sometimes suitable. Those are designed for use during the broadcast, while others are suited to follow-up activities. It often depends on the broadcast itself. Teachers may care to make use of the Complementary Activities section of the weekly newsletter sent with the video cassette.

The newsletter is intended to provide starting points for further exploration of the aims of broadcasts. Interested teachers will, no doubt, want to design activities to suit the differing situations of their students.

It is not necessary for teachers to spend long periods of time marking newsletter activities. Many of the activities provided in the newsletter are activity-based and do not require marking. Some even have answers provided. A simple acknowledgement by the teacher to the student would suffice in many cases. References to information contained in the broadcasts, when communicating over the air or by mail, would provide rewarding feedback for the student. Regular efforts to set tasks related to broadcasts is a more satisfactory situation - when time permits. A

student's reliance on a sanctioned adult, such as a teacher, for acknowledgement of completed learning tasks is important, as video learning requires the same kind of encouragement as occurs in normal lessons. As in any other lesson, the cognitive, affective or psychomotor learning gains made by students need to be consolidated for effective long-term learning to occur.

Initial reactions from SOTA and DEC teachers indicated that full integration of the Programme with the existing curriculum is unlikely. Partial integration with the present curriculum does appear possible and is desirable. Broadcasts relating to social studies (especially current affairs), art and English subjects seem more suited to curriculum integration than those with a science/mathematics orientation, which are, of necessity, dependent on hierarchical concept building. It is often difficult to introduce concepts out of normal sequence because prerequisite knowledge is required. Humanities subjects are less dependent on prior knowledge and, as such, easier to relate to video learning. The problem of time and place integration of broadcasts, because of ABC scheduling, is perennial. Teachers in everyday classroom situations are faced with a similar problem, although their more flexible curriculum allows easier integration.

Obviously, re-organizing the sequence or content of 'sets' to fit ABC scheduling is similar to having the Programme wag the curriculum - an impractical situation. While realizing the limitations of the situation, it is considered desirable to attempt some programme integration with subjects which are less rigidly sequenced. Occasionally, teachers may be in a situation of substituting a set lesson for a video lesson or referring to past lessons related to broadcasts.

Educational television has the potential to be an exciting adjunct to a students' normal lessons or a costly entertainment exercise. There is, however, a danger that unless patterns of positive usage are established early in this Programme, only marginal educational gains will be made by students.

4.0 DISCUSSION

4.1 Teachers' and Parents' Attitudes

Overall, the Programme has been well received by parents and teachers. When questioned about how useful an educational resource the ABC broadcasts were, parents were more enthusiastic than teachers. Parent responses were closely grouped around the 'Very Useful' (72%) response (PT 22; 1.12 mean). Teacher ratings were slightly less positive (TT 15), lying between the 'Very Useful' and 'Useful' responses.

When parents were asked what the typical influence of ABC broadcasts was on children (PT 10), strong positive ratings were evident. Statements of value ranging from 1 (no value) to 5 (very valuable) were given to a range of possibilities. Strong ratings were given to statements such as 'Increased their general knowledge' (4.72), through to 'Assisted with some aspects of their school work' which received the lowest (3.25) overall rating. This contrasted with the seemingly related statement 'Increased their interest in learning about the particular topic', which rated over a full point (4.31) above the previous statement. Parents seemed more enthusiastic about the benefits, real or imagined, of the Programme.

A less positive evaluation of ABC broadcasts was given by teachers. Most indicated they only knew two or three broadcasts well enough to comment on. Only 15.6% indicated that they regularly watched the broadcasts their students were receiving. A rank order correlation between teachers and parents on ABC broadcasts, showed strong agreement; especially the most popular broadcasts (TT 9; PT 8). Teachers could well have been using advice from colleagues or students or drawing on previous classroom experience when rating broadcasts. All other items compared revealed, apart from a few expected variations, logically positive correlations.

Teachers, in contrast to parents and children, showed a variety of opinions about the Programme. Many of the negative comments by teachers centred on a crude cost-benefit analysis. These arguments centred on the economic principle of opportunity costs. For example, five itinerant teachers, one for each School of the Air, could have been supplied for three years for the cost of running the Programme in Western Australia. Often such criticism was tempered by the realization that students had gained considerably more than was anticipated from the provision of the TV programmes. The more strident critics pointed out that re-writing

curricula and providing more teachers would have been a more valuable way of using the funds. Such arguments, although at times plausible, ignored the vital role increased motivation plays in arousing a child's desire to learn. Educational television encourages learning by stealth, which is why an 'either or neither' argument with regard to spending the funds is largely irrelevant; one was not offered to replace the other. The economic concept of 'opportunity costs' might be profitably put to parents and educators in future, in the unlikely event that funds were to be offered on that basis.

4.2 Participants

The patterns which emerged from the survey were compared with responses from the interviews. This provided an estimation of concurrent construct validity. The parent survey, largely due to its length, showed some weaknesses. Children's interview and discussion responses occasionally contradicted that of their parents. This indicated that certain responses such as the very high approval ratings given to ABC broadcasts by parents, were inflated. Other issues, such as the completion of newsletter activities, also revealed some survey and child interview mismatch. On the whole, there was a close agreement between what was revealed in the survey and the corresponding interviews, except in the parent surveys, which revealed socially desirable responses. A few teachers were concerned that their limited involvement in the Programme might be interpreted to their disadvantage. This may have also slightly influenced their answers to the survey, because a more positive attitude to the Programme was found there than was evident in interviews.

A high proportion (75.9%; N = 141) of families with students enrolled in a SOTA use the Programme. Participation rates range from 69.6% in Kalgoorlie to 93.3% in Port Hedland. Restricting the Programme to families living outside normal television areas means that some 70 families with students enrolled in a SOTA are not eligible to participate. The relatively low participation rates of DEC students (36.9%; N = 27) is caused by a number of factors. DEC primary students account for a greater overall enrolment (343) than the combined total of all five SOTAs (319); however, only 98 families are classed as permanent enrolments by DEC. The main criteria for selection in the Programme (i.e. living outside normal TV receiving areas and living in a fixed location for a set period of time - usually at least 12 months), were not met by many DEC families. DEC students are

often characterized by short-term enrolments (less than two terms) for reasons of travel. An across-the-board decision not to accept short-term enrolments was made at the beginning of the Programme. A great deal of administrative time and equipment transport cost would have been involved in servicing transient students. In fact, considerable problems have already been caused by high enrolment turn-over. To date, all eligible students (regardless of enrolment) who have applied to use the Programme have been accommodated. There is every indication that this will continue to be the case.

4.3 Viewing Patterns

The majority of families view the broadcasts as a family group (PT 21; 43%) in the afternoons and evenings, i.e. from 12pm - 6pm. (PT 16). This shared viewing experience has the potential to be an educationally dynamic situation. Frequent mention was made of children's questions relevant to the broadcasts, and which have led to extended interactions between parents and children. This is arguably a most desirable trend. There is a possibility, as suggested by a Deakin University report, that some negative aspects can emerge. The experience, it is argued, may over-emphasize the entertainment aspect of the viewing. As reported (PT 10(a)), the broadcasts are rated highly (3.87) as entertainment. There is a tendency for parents to be more interested in broadcasts appealing to adult tastes, such as current affairs broadcasts like Here In The West or Behind the News. This view is not considered by this researcher to be of any serious consequence. Surely the desirability of shared viewing experience is of more importance than any perceived loss of value from skewed viewing patterns.

Evidence of large increases in the 'depth and range of family discussion' (PT 23; 2-83%) were reported. Only 1% of families indicated that a decrease in the 'depth and range of discussions' had occurred, with a further 16% reporting 'no obvious change'. Strong support for the possibility of parents' and childrens' interactions being stimulated by watching the broadcasts together has been established.

It was suggested in the Audio-Visual Education Branch programme In Reply, that TV viewing was largely dependent on occasions when the station generators were operating. When the generators were operating parents were,

it was claimed, frantically engaged in performing household chores requiring a power source. The necessity to conserve generator fuel by simultaneously doing household chores supposedly meant parents were unable to watch the broadcasts with their children.

The datum (PT 17; 58%) supports the 'importance' of generator operating times, but a significant number of people (33%) were not greatly affected by the problem. Other factors, such as allowing parents, tutors, other children or local inhabitants time to watch the broadcasts only had a 'moderate' influence on viewing times. The proposition that housework had necessarily been done while the generator was operating (as suggested in correspondence) was debunked: only 25% of families put this as an 'important reason' for watching broadcasts at that particular time. Some 40% of families indicated that performing household chores had 'no influence' on their viewing habits.

In contrast to the data from urban studies few people watch TV whilst eating (PT 9(a)). Studies of Perth metropolitan students of similar age (Binns, 1980) showed that 55% to 60% of family meals were eaten in front of a television set, which diminished the amount of family interaction. Binns also found that by spending too much time watching television (more than 20 hours per week), a child was not getting enough exercise. Actually, few activities not related to the broadcasts were engaged in by children (PT 9).

In an environment devoid of contact with the outside world, events which would normally only receive fleeting attention by urban dwellers can take on importance disproportionate to their significance. So it is apparently with the watching of ABC schools broadcasts. The majority of children (PT 4.73%) had not watched TV before joining the Programme. Of those who had watched ABC schools broadcasts or even ABC general broadcasts (PT 5), a mere 3% had watched commercial broadcasts. The remaining 18% of initiated TV viewers (PT 4) did not indicate what type of TV their children had watched. These children's lack of experience in television viewing makes them a unique group. It may also explain the disproportionately positive response to the provision of the ABC broadcasts. After parents and children have been exposed to slick commercial television, it will be interesting to compare reactions.

Contrary to the advice of ABC producers and educationalists (see Audio-Visual Branch production Choosing and Using Broadcasts and parents' LVP handbook), some 58% (PT 14) of children watched all the broadcasts offered. A small group (13%) watched all the four hours offered at one sitting. Apart from the impossibility of concentrating for this length of time, the relative educational value accruing is questionable with such saturation viewing. Only 13% of children limited their viewing to the broadcasts recommended for their age group.

Each broadcast was typically watched twice (PT 15) by 47% of children. One can only hope the 13% (PT 14) who watched all four hours at once do not constitute the 14% (PT 15) who watched the broadcasts 'more than three times.' The normal concentration span of an adult (let alone a child) would be stretched by such marathon viewings. Moreover, some of the undesirable passive viewing traits identified in children living within TV viewing areas appear to have emerged. Tentative reports of adverse effects on 'normal' activities (before the Programme was offered) were apparent (PT 19). In fact, when parents were asked whether there had been an increase or decrease in activities due to watching broadcasts, the mean response was between 'No noticeable change' and 'Decrease in activities'. Responses indicating an 'Increase in activities' (such as reading and playing) were checked by between 12% and 26% of respondents. However, a low indication of a 'decrease in activities' was reported (1%-11%).

Parents were the usual viewing companions for children (PT 21; 46%). Older children often watched with younger children (25%); conversely, older children had the company of younger children less often (18%). Small numbers of children watched the broadcasts alone (14%), with another adult other than a parent (3%), or with a tutor who was not a parent (16%).

If a hypothetical profile of a typical viewing family was to be given, it would be something like this: few of the children would ever have seen TV before; the family would probably sit down as a group sometime between noon and midnight and watch the majority of broadcasts offered twice over the stretch of a week; and discussions between parents and children stimulated by the broadcasts would be likely to develop during and after viewing.

4.4 Integration with the Curriculum

Full integration of the ABC broadcasts with the curriculum is proving extremely difficult. While it is easy to point out the educational desirability of such integration, the practical problems (Madigan, 1981) which emerged suggest that this is not feasible. Given the organization of schools in Western Australia, the problem is difficult to overcome. Parents and teachers suggested that, even without integration, the broadcasts were of immense educational value. Using the broadasts as an adjunct to the formal teaching programme will probably be as close to the ideal of integration as can be achieved, given the constraints of the school situation.

Integrating resource material (in this case television) is, as a SOTA principal described it, '...a noble aim to work towards, provided we don't get to the stage of thinking that "non-integration" is worthless.' Full integration with the curriculum is undoubtedly the ultimate way of using the broadcasts supplied. As Withrow and Roberts (1983, p.26) foresee, 'The real challenge will be to integrate these technological tools and organizational formats into the teaching and learning process'. Given the organizational situation of the five SOTAs and DEC, this goal is, because of structural problems, unlikely to be achieved. Even by excluding SOTA students who live within the range of normal television viewing areas, or families who choose not to participate for religious or moral reasons, there is no guarantee that all students in a teacher's class will have access to ABC schools broadcasts. Similarly, the vagaries of local postal conditions mean that the same cassette despatched to students at a similar time can easily be received by students between one and four (or even, in some cases, up to eight) weeks later. Teachers isolated this as a major reason for impeding integration (37.5%; TT 4). The necessity to return cassettes within 10 days of receiving them means that an extraordinary memory is required of some teachers and students if they are to take part in a lesson related to a broadcast.

Each SOTA and the DEC operates as an autonomous school. As in any conventional school in W.A., principals are free to organize their schedules as they see fit. No two schools are likely to be working on the same part of the curriculum at the same time. With the lack of curriculum uniformity and varying postal problems, a full time/place integration of

broadcasts with the curriculum is unlikely. Not surprisingly, 31.2% of teachers thought that full integration was unlikely; although 65.6% felt that partial integration was possible, if more time was available (TT 4). Teachers could, as suggested in comments, draw up their own worksheets for students if they had sufficient preparation time. Along with many recent curriculum innovations, video activities are seen as additional work. Video activities have to take their place among other competing demands for a teacher's time. Given a scale of eight alternatives for situations in which lessons could refer to broadcasts, all responses leaned heavily toward 'Never the case' (TT 4).

One SOTA is endeavouring to commit time to 10 minutes of weekly 'on-air' discussion about the broadcasts. Other teachers indicated that time was allocated to activities related to broadcasts when appropriate. Some broadcasts can be viewed as entities in themselves, and therefore not requiring much teacher input. One teacher did mention that video activities were being allowed as a substitute for book reviews in her class. Informal comments from teachers, especially SOTA principals, indicate interest in using broadcasts in lessons is increasing.

Fifty per cent of teachers (TT 3) felt that the ABC schools broadcasts tended to be only 'Partially related' to the curriculum, with only 28.1% expressing the view that the broadcasts were only 'Reasonably closely' related (TT 3). Many comments indicated that broadcasts were not available at suitable times throughout the year (TT 4). Few teachers (15.6%) actually watched the broadcasts their students were receiving (TT 2). A higher percentage (31.2%) indicated that they watched broadcasts when preparing a lesson or a specifically related activity for their students (TT 2). Considering the low usage of broadcasts as a lesson resource, surprisingly high percentages, but low actual numbers, of teachers indicated they sought information about the broadcasts from related publications. A-V News scored a high readership (87%; N = 28), while ABC booklets were read by 37.5% (N = 12) of respondents. A total of 24 (75.0%) teachers indicated that information from the weekly Loan Video Programme Newsletter was used. One SOTA principal remarked that his school's syllabuses were sufficiently flexible to enable ABC broadcasts to be sensibly used to whatever extent the teacher chose.

4.5 Return and Retention of Videocassettes

Items 2 and 3 were poorly completed, which made drawing reasonable conclusions from the data difficult. Part of the reason for the poor completion of these items stemmed from the difficulty of explaining what information was required. Items which were worded in a complex manner resulted. A mean of 11.1 was calculated as the average number of days a video cassette was retained by participants (PT 2). Actually, this figure is surprisingly close to the recommended 10 days' retention advised in the handbook. According to the data, 17.6 days (PT 3) were required for a video cassette to reach a family. The figure was, when balanced with everyday experiences, unrealistically high.

4.6 The Newsletter

There was not a great deal of variation for those items requiring closed responses, i.e. the 'choose an alternative' format. Items requiring a value to be assigned had more variation from the mean. The items regarding the newsletter provide an example of this outcome. Item 14 (parents' survey) aimed to establish how students used the newsletter activities. Item 11 (parents' survey) asked for an evaluation of these activities. A fairly poor student usage of the newsletter activities emerged, but most parents indicated that continuation of supply was desired. Parents were not prepared to consistently direct their children to use the newsletter but were keen to see that the activities were still available. Presumably the educational value of doing follow-up activities which complemented the broadcasts was recognized, although actually requiring one's children to do them was another matter.

Similarly, when asked how the activities in the newsletter were used, very few teachers (10) indicated that students were directed to use them. In fact, by far the largest percentage (62.5; N = 20; TT 14), indicated that their students were not directed to use the activities. The continued supply of the newsletter would seem to be of questionable value. Some teachers commented that the broadcasts were extra activities which were valuable in their own right so there was no need to worry about integrating them. Indeed, the whole provision of broadcasts seems to be viewed as 'extra' to normal schoolwork by parents and teachers alike. Few teachers seem to have taken up the suggestion that activities related to broadcasts do not necessarily have to be crammed into a student's already tight school workload. SOTA and DEC courses are much more structured than a normal

classroom. Lesson papers or 'sets' are sequentially graded and despatched twice a year. The courses are designed, of necessity, to be finished in a set schedule each year. English and social studies do offer some scope for integration. Here In The West and Behind the News are the broadcasts most likely to be used in this regard.

There appears to be little effort to use broadcasts in conjunction with curriculum or school work. Given this situation, full integration is unlikely to be attained unless substantial policy decisions give priority to this goal.

4.7 Additional Programmes

When tape space permitted, additional TV programmes were copied onto the regular weekly video cassette. Due to electronic copyright laws, commercial or ABC broadcasts (other than those for schools) cannot be recorded and subsequently copied for distribution. Programmes which do not have copyright restrictions, such as those produced by the Audio-Visual Education Branch, were included when there was either a shortage of ABC broadcasts or, in the opinion of the steering committee, the broadcast was unsuitable. Any extra programmes used were normally related to the DEC or SOTA syllabuses.

Parents were asked to evaluate the educational value of six of the Audio-Visual Education Branch productions copied onto the LVP cassette. On a five point scale ranging from 1 ('Not at all') to 5 ('A great deal'), a mean total of 4.03 was recorded for the six programmes. Between 21% and 49% of families did not watch these programmes. Overall, a high approval rating for the 'extra' programmes was evident (see PT 20 and Appendix L).

4.8 Administration

A high degree of satisfaction with the administration of the Programme was indicated. When asked which statement best described the way the Programme was being administered (TT 16; PT 24) responses from parents and teachers were similar, lying between the first alternative ('Very efficiently') and the second ('Efficiently'). Parents (mean 1.56) appeared slightly more pleased with the administration than teachers (mean 1.72). Just over half (51%) of parents described the administration as 'Very efficient', with 34% of teachers expressing the same sentiment, whereas more teachers (46%) checked 'Efficiently' than did parents (42%).

Correspondence and survey comments about the organization have generally been complementary. There is apparently, however, room for improvement in certain aspects of the Programme. Comments from teachers endorsed the administrative effectiveness of the Programme, with one person even stating it was 'refreshingly efficient'. A suggestion by one parent that the broadcasts could be grouped into age levels for separate cassettes has some educational merit but is organizationally cumbersome. Like many of the suggestions for improvement, it may well be educationally valid but it is beyond the financial and physical resources of the Programme.

4.9 General Comments

A wealth of responses were given to the questions inviting 'suggestions for improvement' or 'further comments'. The range and focus of reponses varied but certain elements of common ground could be established. Many respondents used these sections to give a general evaluation of the Programme, with a host of suggested improvements also being offered.

Comments from teachers centred on the general educational value of the Programme. Teachers expressed the view that it enhanced opportunities for such desirable consequences as '...widening horizons beyond their environment', or 'adding a whole dimension to their learning experiences as well as... stimulating the children in their work'. While the provision of video broadcasts is seen as 'Definitely of very significant educational value to all concerned', reservations about the directly observable educational value are apparent. One teacher commented that there was little evidence of worksheets (from the newsletter) being used.

Not much student feedback (schoolwork) has been received by teachers, although a few reports of home tutors utilizing the broadcasts in lessons were made. It was difficult to establish the extent to which home tutors used the broadcast material in the children's lessons. Mention was made of the reluctance of parents to delete any 'set' work in lieu of video activities. Apparently, video activities were seen as extra activities when shortage of time (for school work) was already a problem. Clearly, doing activities related to the broadcasts was not seen as legitimate schoolwork. The connection between watching a broadcast and completing some kind of related activity to maximize retention and understanding of the material covered does not appear to have been well made by teachers or parents. However, this may be a naive evaluation of the situation. The seemingly passive experience of watching a broadcast, with varying degrees

of engagement, may stimulate a certain amount of learning (Grono, 1980). Nevertheless, as Tindall (1973, p.43) points out, 'we must learn to become more active listeners and critical viewers so that we don't merely remain spectators and an audience ready for persuasion'. The most frequently mentioned form of convenient activity related to a broadcast was a family discussion (see Section 4.3 for details). Children come to understand and consolidate learning experiences through discussion. It is quite possible that children do learn a great deal from discussing broadcast material with parents, tutors and siblings. Quite probably children (and, for that matter, parents) are learning despite the apparently unstructured and unplanned nature of any complementary experiences. Because of the children's learning situation it is unlikely that either a child's teacher or the reseacher would fully appreciate learning stimulated by the broadcasts.

It seems reasonable to postulate that significant learning, which is not apparent to the teacher via formal school channels of communication, could be occurring. Unplanned learning experiences may well be as educationally important as those which are more readily accountable. Nevertheless, due to the selection processes used for ABC broadcasts[4], children have access to material sanctioned for use in schools by the Education Department of Western Australia.

Statements of general satisfaction with the way the Programme was presently being run were common. A host of suggestions, ranging from the (unrealistic) request for '...a programme for isolated pre-schoolers, similar to Playschool or Sesame Street', to the request for 'Two levels [of cassettes], one for the junior primary and a 'separate tape for the seniors', were made. More realistic comments, like the latter, predominated. Most comments from parents concentrated, not unreasonably, on how the Programme could be improved if it was extended. Comments such as those made by teachers relating to an improved educational environment,

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4. The ABC continually receives advice regarding educational broadcasts from consultative committees representing the Western Australian Education Broadcasts Advisory Committee (WAEBAC). Members of WAEBAC are senior education personnel in Western Australia.

were abundant; for example, 'It broadened the children's horizons, plus it has a stimulating effect on children, making learning "fun".' A heightened interest in learning with the aid of video is apparent.

A number of parents expressed a desire to have an extended range of ABC broadcasts offered. Of particular interest was the request for more current affairs broadcasts related to social studies, such as Behind the News. Isolated people are particularly keen to keep abreast of recent events occuring in 'the rest of the world'. Subjects which are difficult to teach, such as mathematics, received particular mention. Few people seemed to appreciate that it would be difficult to justify such a major reorientation of ABC schools broadcasts for such a select target audience. Comments about the style and content of ABC broadcasts reflected a considerable amount of close viewing. Great credence was given to the problem of copyright law in regard to recording broadcasts off-air.

More broadcasts and programmes were requested in addition to those already offered, not in place of the more popular ABC broadcasts. Audio-Visual Education Branch productions were mentioned, often in conjunction with comments about somehow linking the broadcasts/programmes with correspondence lessons. The idea of a special loan library on varied topics is already under consideration. A comment about the value of teachers recording lessons on video[5] was made. There is great potential for simple video lessons to be used by SOTA and DEC teachers. Use of VHS portapaks by SOTAs is becoming increasingly apparent.

The need for more children to relate broadcasts to 'set' lessons, especially in relation to SOTA on-air lessons, was of concern to some parents. An expectation by parents that teachers will use the broadcasts more in lessons appears to have emerged. This particular comment seemed to sum up where parents felt the Programme stands in relation to formal learning:' ...it is mainly an enjoyable form of entertainment, more than a vital part of children's schooling..'. Indications that viewing is a shared family affair were tempered with the observation that '... many places treat the video as a chance for mum to get away from the kids'. The sentiments of many could probably be summed up by the statement: 'If [the Programme] is discontinued it would be a big step backwards for bush children'.

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5. Each SOTA and the DEC has a ½" VHS portapak.

5.0 CONCLUSION

The Loan Video Programme has been well received by the majority of paticipants. Such positive endorsement comes from a group of parents who, as one mother admitted, '...at times I feel we are inclined to criticize more often than praise (the good things being taken for granted)...' (Fitzpatrick, 1983, p. 47). Teachers were not quite as enthusiastic in their support of the Programme. Perhaps, as suggested by Nunan (1984), their opinions reflect longer held, more reserved views of educational innovations. Possibly teachers, in these positions, are sufficiently removed not to be swayed by the glamour of interesting educational experiences. Nevertheless, teachers expressed support for the potential of video as a learning resource. Clearly, the majority of teachers and parents did not consider the potential of this resource to have been realized yet. An area for change in teaching practice would seem to have been isolated. A large proportion of the interactions relating to the broadcasts were given, unsolicited, by children to their teachers. In a normal classroom situation it is generally the teacher who elicits information from students.

There is strong motivation for parents to want to maintain a service which is supplied free but is expensive to service. The temptation to try to manipulate large bureaucracies, such as the Education Department, to get something for nothing is strong. Future research could try to establish the value parents put on the Programme by attempting to gauge their willingness to pay for the service if the Government is no longer prepared or able to. The users might be prepared to pay a significant contribution to the maintenance of this service if approached.

Teachers are frequently critical of unrealistic 'ideal' advice postulated by others not directly involved with the everyday teaching interface. Advice given in the Teacher's and Parent's Handbook describes the 'ideal' learning situation; yet few teachers or home tutors seemed to have implemented the suggestions. Teachers who may not have readily used television in their usual classrooms would probably not enthusiastically embrace the use of video in a distance education setting. Undoubtably the problems of educating at a distance have been compounded with the arrival of video. Video has added yet another'grand idea' to a host of innovations and pressures to deal with. There were, however, some reports, of the

innovative use of broadcast information which will undoubtedly be nurtured. A casual observation of SOTA and DEC teachers' workloads shows them to be substantial.

Establishing whether improvements in the learning environment of children have occurred as a result of providing this service is the crux of this report. Regardless of issues related to the administration, teacher attitudes or demographic information, the justification for providing the Programme is dependent on these criteria. All other issues lose relevance if the question of enhanced student learning is not satisfied.

Trying to establish whether learning occurs as a result of a particular activity (such as a television broadcast) is, as many reseachers have found to their dismay, fraught with difficulties - even in clinical evaluations. The difficulties are magnified many times over when researching people scattered over 2,525,500 square kilometres. It can be reasonably argued that the learning environment of DEC and SOTA students has been improved as a direct result of the introduction of the Loan Video Programme. Certainly, parent perceptions of the improved learning conditions, regardless of any ulterior motives held, is very positive.

There is tentative evidence to suggest that an amount of 'learning' is occurring amongst children as a result of the implementation of the Programme. As mentioned earlier in the report, television tends to educate by stealth. What people are describing as 'entertainment' could just as aptly be termed 'enjoyable learning'. Comments from teachers and parents centred on the more obvious, planned and accountable learning. This view is much like a sports coach's adage, 'No pain, no gain.' Obviously learning can be enjoyable and does not necessarily have to result from a planned programme of sweat and toil. It is misleading to label television programmes as either educational or entertaining, as there is a great deal of quality material (including children's programmes) family programmes and general interest adult programmes, which, as well as being entertaining, is highly compatible with many of the aims and objectives of the educational system. Conversely, the most subtle gains in learning are not readily evaluated. This does not, however, negate the substantial improvements in learning which would result from a more planned approach to the use of broadcasts in teachers' programmes.

A veritable smorgasbord of learning experiences is offered by the range of ABC schools broadcasts available to participants. The initial attractiveness of the broadcasts is reflected in the viewing patterns established. Finding people who have not had a substantial amount of television viewing experience, such as this cohort group, is quite rare. It is easy to appreciate how such heavy viewing patterns emerge, with such a large quantity of broadcasts available after not having access to television. The advent of commercial and a complete range of ABC broadcasts with HACBSS (Homestead and Community Broadcast Satellite Service) will probably substantially alter these patterns. Hopefully, more select viewing habits will emerge. Without more realistic viewing patterns, it is difficult to see how sustained heightened interest in ABC schools broadcasts can be maintained. The provision of more Audio-Visual Education Branch productions, which are closely aligned to the curriculum, will, hopefully establish close links with the formal school offering. Branch programmes already provided, though not specifically related to SOTA or DEC curricula, have been well received.

The nature of this research is inductive and, as such, is not readily statistically validated. Future research on the subject should attempt to establish the amount of learning (if any) stimulated by watching video broadcasts. This report relied, perhaps too heavily, on the opinions of children, as reported by parents. In the opinion of parents, the Programme is a worthwhile educational innovation. There is, however, a lack of supporting hard 'evidence' from teachers to quite so emphatically support this conviction. Nevertheless, overall there does appear to be strong support for continuation and extension of the Programme.

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APPENDICES

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APPENDIX A - Letters from the Commonwealth Requesting Information

DEPARTMENT OF EDUCATION

PO Box 826
WODEN ACT 2606

The Director-General of Education
Western Australian Department of Education
Parliament Place
WEST PERTH WA 6005

Attention Mr C R Rodgers

Dear Sir

LOAN VIDEO PROGRAM

As you know, the Commonwealth is committed to providing funds for the Loan Video Program over three calendar years (1982 to 1984). Before a decision can be made as to the future of the program after 31 December 1984, there is a need for it to be reviewed to determine its impact and value in educational and social terms. Such a review will need to be completed by December 1983 to provide sufficient lead time for any proposals to be put forward.

I am aware that some systems have already commenced an evaluation or review of the program. We would not wish to duplicate work already carried out by any system, and I would be grateful if you could provide details of:

(i) any evaluative projects already under way;

(ii) any such projects which yor system proposes to mount.

It would be helpful if you could include with these details copies of any questionnaire instruments used in conjunction with the project(s) so that the questions asked there can be taken into account in any material that may need to be prepared by this Department.

There are limited resources in this Department to carry out a detailed review or evaluation of the program, and it is not considered that a large-scale project is warranted. There appear to be several options:

(i) that Commonwealth involvement be limited to summarising and amalgamating work carried out in the individual States and Territories;

.../2

(ii) for the Commonwealth to have some involvement in all States and Territories.

At the very least, this Department would wish to seek information at system level in each State and Territory, (probably during the second half of 1983), for example on the nature of curriculum and other support activities provided by systems and how various aspects of the program are perceived within the systems.

Ideally, some information should be obtained, before the equipment is supplied, about the current educational experience of potential recipients and their expectations of benefits from the program. I realise that this will now be possible to only a very limited extent but would appreciate an indication of whether such information has been, or may still be, obtained from families in your State.

The type of information (in general terms) which we would be interested in obtaining from individual families after the equipment has been in place for some time is:

(i) who uses the equipment, how often and for how long?

(ii) what benefits have been gained (academic, personal development)

(iii) what changes, if any, have resulted in educational processes within the home?

(iv) what material has been viewed? Parents' perception of suitability/relevance of material for children's education?

(v) comments concerning ways in which the educational effectiveness of the program might be improved.

Some general background information whould also be sought to aid in interpretation (e.g. number, age and sex of children; education program - i.e. school of the air, correspondence; geographic location of dwelling; educational background of parents; previous access to television; any previous use of a video recorder; parents' aspirations for their children).

I would be pleased to have your comments on the matters raised above with a view perhaps to further consultation on how our need to report to the Government on the effectiveness of the program can best be met in your State.

Yours sincerely

K. N. Jones
Secretary

Department of Education & Youth Affairs
P O Box 826
WODEN ACT 2606

2 September 1983

The Director-General of Education
Western Australian Department of
Education
Parliament Place
WEST PERTH WA 6005

Attention: Mr C R Rodgers

Dear Sir

LOAN VIDEO PROGRAMS: EVALUATION

You will recall that the Secretary of this Department wrote to you in October 1982 concerning the need for an evaluation of the Loan Video Program before the end of 1983. That letter also mentioned the kind of information we would want to have and that we would be contacting you for further details in the later part of 1983.

Your reply advised that you would be carrying out a study along the lines we had indicated and that you would be pleased for this Department to play a co-ordinating role in summarising and amalgamating work carried out in the individual States and the Northern Territory.

As part of the evaluation process we are now proposing to hold a one-day meeting in Canberra at the beginning of November which, I hope, one of your officers will be able to attend. To prepare background information for circulation before the meeting we are seeking, by the end of September, information on the points specified below. We recognise that some States will be in the process of finalizing evaluation studies but would appreciate whatever details are available so far. Where a particular item of information has already been provided in an earlier report, you should simply refer to that report.

1. Broad analysis of expenditure on various components

   - videos/TV sets for users
   - recording
   - cassettes
   - salaries

2. Numbers participating by 1 September 1983

   - number of families participating in the program on 1 September.
   - number of families who have participated in the program between 1 January and 1 September.
   - number receiving equipment and materials.
   - number receiving materials only.

.../2.

3. Characteristics of user group

- number, age and sex of children
- education program (School of the Air/Correspondence)
- previous and current access to TV
- previous use of a video recorder
- degree of isolation
- educational background of parents
- parents' aspirations for their children
- who uses the equipment, how often and for how long?
- what benefits have been gained (Academic, personal development)?
- what changes, if any, have resulted in educational processes within the home?
- what material has been viewed? (parents' perception of suitability/ relevance of material for children's education)
- comments received concerning ways in which the educational effectiveness of the program might be improved.

4. Equipment and Materials

- type of equipment used
- types of material provided
- How material has been linked to School of the Air/correspondence courses
- arrangements for distribution of taped materials
- frequency of distribution
- main problems encountered.

We would also be most interested to receive your general views on the usefulness of the Program and any specific recommendations regarding its future operation.

I will write to you further concerning arrangements for the evaluation meeting.

Yours sincerely

D W Moss
Acting Assistant Secretary
Secondary Student Assistance Branch

APPENDIX B - Initial Evaluation Report to the Commonwealth Department of Education

Mr G Franklin
Department of Education
and Youth Affairs
P.O. Box 826
WODEN ACT 2606

Dear Mr Franklin,

Thank you for your letter which was received by this office on the 6th September. This letter also confirms the telephone conversation between Mr Hosking of the Audio-Visual Education Branch and yourself on the 22nd September.

An officer representing the Education Department of Western Australia, Mr P. Hosie, will be available for the proposed meeting in Canberra on either the 4th or 7th of November, 1983.

Our evaluation study was originally planned to be completed by early December this year. The slow return of parent questionnaires from isolated regions makes the completion of a detailed analysis of the data by this date unlikely. We will, however, provide a detailed summary of our major findings by early December. Hopefully this information will be sufficient to enable your department to complete its amalgamated report before the end of this calendar year.

Please find enclosed most of the details that you required by early October. We have provided responses to the majority of categories but are unable, to give answers to some areas at the moment. Your previous letter on this matter mentioned the need for transactional information about the Programme. The enclosed parent and teacher handbooks will provide the bulk of this information. Details of teacher questionnaire responses are also enclosed.

Yours sincerely,

C R Rodgers
SUPERINTENDENT OF EDUCATION
(AUDIO-VISUAL)

October 6 1983
Enc.

1. Broad analysis of expenditure on various components

	$
Video cassette recorders and television receivers	120 000
Recording and duplication equipment	130 000
Consumables (eg video cassettes)	72 000
* Salaries and contract labour	70 000
Fares, accommodation, travel	6 000
Miscellaneous (eg freight, postage)	18 000
	416 000

* Additional Costs (inclusive)

6% on costs for all salaries except those which have on costs of 18½%.

2. Numbers participating as at 1 September 1983
See Table One for further details.

* Number of families participating in the Programme during September
144 (1.9.83) 157 (19.9.83)

* Number of families who have participated in the Programme between 1 January and 1 September
192 (1.9.83) 205 (19.9.83). Total turnover since the Programme's inception is 50 families.

* Number receiving equipment
110 (1.9.83) 120 (19.9.83)

* Number receiving materials only
34 (1.9.83) 37 (19.9.83)

3. Characteristics of user group

* number, age and sex of children

* education programme (School of the Air/Correspondence

See Table 1. Please note that in accordance with the original guidelines, W.A. has restricted itself to providing video taped copies of ABC primary school television programmes to correspondence and school of the air students living outside normal television transmission areas.

* previous and current access to TV
  No analysis possible at present: awaiting parent questionnaire returns

* previous use of a video cassette recorder

* degree of isolation

* educational background of parents

* parents' aspirations for their children

Information has not been sought on the above because valid research into socio-economic factors would require an extensive input which our present staffing resources could not provide. Information about this cohort group is already well documented by the National Centre for Rural Research. Questions about these areas of concern could be construed as an invasion of privacy, while the relevance of this information to the operation of the Programme is not apparent.

* who uses the equipment, how often and for how long?

* what benefits have been gained (academic, personal development)?

* what changes, if any, have resulted in educational processes within the home?

* what material has been viewed? (parents' perception of suitability/relevance of material for children's education)

* comments received concerning ways in which the educational effectiveness of the Programme might be improved.

  Parents' questionnaire comments and responses to questions will provide detailed answers to these questions. In general, enthusiastic responses have been received about the Programme. Parents have consistently requested that commercial TV broadcasts be distributed. Present copyright laws render this service impossible. Please refer to the Teachers' Handbook for further details. A selection of parent letters is enclosed.

  Not all School of the Air students have access to the video cassettes being distributed because they live inside normal TV reception areas. This makes teacher usage of broadcasts difficult. Teachers have also been slow to embrace the integration of TV broadcasts into their lessons, preferring to allow students who want to do the accompanying newsletter activities a free hand.

4. Equipment and Materials

* type of equipment
Refer to Teachers' Handbook pages 7-12
Video cassette recorders - National NV 2000 and NV3000

Television receivers - National TC 2034 and TC 2035

* types of material provided
All ABC primary schools broadcasts, supplemented by Audio-Visual Branch productions (WAVE) when there is space available on the tape.

* how material has been linked to School of the Air/correspondence courses
Refer to Teachers' Handbook, pages 4-6, 14-18
The newsletter provided with each video cassette is used at the discretion of SOTA and DEC teachers. The parent questionnaire will provide further details of the use of ABC broadcasts in relation to correspondence lessons. Problems involved in integrating lessons with the broadcasts were also addressed by the teacher questionnaire. The problem of not having programmes available when lessons are being conducted appears insurmountable, because DEC and all five SOTA's operate as autonomous schools. Each school covers the syllabus at its own pace and in its own sequence. Initial questionnaire comments suggest this may not be as great a disadvantage as originally thought. Teachers have indicated that children still learn a great deal from just viewing the ABC broadcasts without necessarily relating them to the formal syllabus.

* arrangements for the distribution of taped materials
Refer to Teachers' Handbook, page 13

* frequency of distribution
Refer to Teachers' Handbook, pages 1,13
An E240 (4 hour) video cassette of most ABC schools broadcasts is provided weekly.

4. Equipment and Materials

* Main problems encountered

Tape Supply
The major problem is the slow turnaround of tapes due to families withholding tapes after use (in some cases up to a year)and transport problems, especially during the wet season.

Tape Damage
E240 tapes (4 hour) have a higher incidence of tape breakage because of the thin tape used. Further damage occurs when tapes crease, which is mainly due to incorrect insertion and removal from VCRs. Further damage to cassettes is caused by their incorrect insertion into the cases before return. Dust is also a continuing packaging problem.

The incidence of damaged tapes at this stage is estimated at 2%, but can be expected to increase significantly as the tapes age and wear.

Quality of Masters

This is to some degree dependent upon reception of ABC broadcasts and due to temporary accommodations at this stage, not much can be done to improve it. The use of one inch tape for mastering instead of the current 3/4 inch masters would be an improvement; however the high cost of this is a negating factor.

Quality of VHS Tapes

This could be improved by the use of broadcast standard video distribution amplifiers. At present, we are using older model video and sync amplifiers. These are not of broadcast standard and areintroducing some 'noise' to the final VHS dub.

A further improvement of presentation could be achieved with the use of a black level generator, to enable switching to black between programmes rather than relying on the ABCs lead-in to each programme.

With the present level of funding, these problems cannot be solved.

APPENDIX C - Covering Letter to Survey (Parents)

Audio-Visual Education Branch
Post Office Box 271
LEEDERVILLE WA 6007

Telephone: 321 2311

Dear Parent

The Commonwealth Department of Education has requested that a research report about the operation of the Loan Video Programme in Western Australia be submitted by December, 1983.

Principals, teachers, parents and children will be surveyed and interviewed for the report. A significant source of information for the study is a questionnaire. We would therefore appreciate your taking the time to thoroughly complete the attached questionnaire.

You are considered to be answering on behalf of your children for the majority of the questions. Please make sure the answers accurately represent your children's thoughts.

To aid in the collation of your responses, the questionnaire has been prepared so that long written answers are not required. One effect of using this approach is that important details may be excluded. Space for extra written comments has been provided to overcome this problem.

Self-addressed envelopes have been provided for the return of the questionnaire.

We hope you will give the questionnaire serious consideration, as the results may effect future decisions regarding the Programme. A copy of the final report will be available on request in early 1984.

Yours faithfully

J E Hansen
R/SUPERINTENDENT OF EDUCATION
(AUDIO-VISUAL)

5 August 1983

APPENDIX D - Covering Letter to Survey (Teachers)

Audio-Visual Education Branch
Post Office Box 271
LEEDERVILLE WA 6007

Telephone: 321 2311

Dear Colleague

The Commonwealth Department of Education has requested that a research report about the operation of the Loan Video Programme in Western Australia be submitted by December, 1983.

Principals, teachers, parents and children will be surveyed and interviewed for the report. A significant source of information for the study is the questionnaire. We would therefore appreciate your taking the time to thoroughly complete the attached questionnaire.

To aid in the collation of your responses, the questionnaire has been prepared so that long written answers are not required. One effect of using this approach is that important details may be excluded. Space for extra written comments has been provided to overcome this problem.

All replies are anonymous and confidential. No teacher or school will be identified in the report. Self-addressed envelopes have been provided for return of the questionnaire.

We hope you will give the questionnaire serious consideration, as the results may effect future decisions regarding the Programme. A copy of the final report will be forwarded to your school.

Yours faithfully

J E Hansen
R/SUPERINTENDENT OF EDUCATION
(AUDIO-VISUAL)

1 August 1983

APPENDIX E - Follow-up Letter for Returned Surveys

Dear Parent

Thank you for taking the time to fill in the 1983 Loan Video Programme Survey.

It is not clear from your answers to questions _____ what is intended. Would you please re-read the question and complete all the responses.

Questions requiring opinions to be selected in response to statements seem to have caused some confusion. For example Question 7:

7. The first few pages of the weekly newsletter contain information about the administration of the Loan Video Programme.

   Please indicate your reaction to statements (a), (b) and (c) below by writing a numeral which best corresponds to your attitude.

   Always the case.....1

   Usually the case.....2

   Sometimes the case.....3

   Never the case.....4

   (a) Clearly explains administrative matters.....|__|

   (b) Provides information about interesting develcpments.....|__|

   (c) Provides useful technical information.....|__|

Please choose your answer to statements (a) (b) and (c) from these alternatives. Write the number to these statements in the boxes provided.

Thank you for your co-operation.

Yours faithfully

C R Rodgers
SUPERINTENDENT OF EDUCATION
(AUDIO-VISUAL)

30 August 1983

APPENDIX F - Survey (Teachers)

L O A N V I D E O P R O G R A M M E

1983 SURVEY

Questionnaire to Teachers

Distance Education Centre
Audio-Visual Education Branch

EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

1. What is your teaching location?

Please indicate your response by placing the appropriate number in the box provided

School of the Air - Kalgoorlie.....1

Meekatharra.....2

Port Hedland.....3 [ ]

Kimberley.....4

Carnarvon.....5

Distance Education Centre.....6

2. When do you watch the ABC broadcasts your children are receiving?

Please place a tick in as many boxes as are appropriate.

(a) Rarely find time to watch them..... [ ]

(b) When preparing a lesson or activity related to a specific broadcast..... [ ]

(c) Occasionally when time permits..... [ ]

(d) When interested in a particular broadcast..... [ ]

(e) Regularly watch the broadcasts my students receive..... [ ]

(f) During normal working hours..... [ ]

(g) In my spare time..... [ ]

(h) <u>Distance Education Teacher only</u>: To write an activity for the newsletter..... [ ]

3. How well do you consider the ABC schools TV broadcasts relate to the curriculum?

Please indicate your response by placing the appropriate number in the box provided.

Extremely closely.....1

Reasonably closely.....2 [ ]

Only partially.....3

Not at all.....4

4. Please read the statements below regarding integrating television broadcasts with student's school work.

Place a tick in the box next to the statements you agree with

(a) The broadcasts are not available at the right time of the year..... [ ]

(b) Students don't get the broadcasts at the same time, making it difficult to conduct lessons in which everyone can participate..... [ ]

(c) More problems than it's worth. The time could be better spent on activities, such as writing sets which would give greater benefit to students..... [ ]

(d) Full integration will never be possible..... [ ]

(e) Partial integration is a possibility, if teachers had more time..... [ ]

(f) Other (please state below)..... [ ]

_____

_____

_____

5. Which of the following information sources about the ABC broadcasts do you read?

Please place a tick in as many boxes as are appropriate.

(a) ABC booklets.....|__|

(b) A-V News.....|__|

(c) Loan Video Programme News.....|__|

6. Have you noticed any learning inspired by the ABC broadcasts in your students' school work?

Please select your response to each item for the following:

Many instances of learning from the ABC broadcasts have been noticed.....1

Some instances of learning from the ABC broadcasts have been noticed.....2

No instance of learning from the ABC broadcasts has been noticed.....3

(a) Mathematics.....|__|

(b) Social Studies.....|__|

(c) Science.....|__|

(d) English.....|__|

(e) Optional subjects.....|__|

Please describe any specific instances.

_____

_____

_____

_____

7. How useful do you consider the programmes made by the Audio-Visual Branch to be?

Please select your answer for each item from the following:

Very valuable.....1

Some value.....2

No value.....3

Haven't watched the programme.....4

(a) Introducing the Loan Video Programme..... |__|

(b) Choosing and Using Broadcasts.....|__|

(c) In Reply.....|__|

8. When do you refer to the ABC broadcasts in your lessons?

Please select your response to each item from the following:

Usually the case.....1

Occasionally the case.....2

Never the case.....3

(a) For most broadcasts.....|__|

(b) Only for selected broadcasts.....|__|

(c) For broadcasts of particular interest .....|__|

(d) When they relate to what students are studying.....|__|

(e) As alternatives to some set activities.....|__|

(f) For students who require extension set work.....|__|

If you rarely use the broadcasts in your lessons please give your reasons.

_____

_____

_____

9. Indicate what you think the educational value of each of the ABC broadcasts listed below is.

Please select a numeral from the following 5 point scale:

1	2	3	4	5

(no value) (very valuable)

NOTE: If your children have not watched a broadcast mentioned or you do not wish to express an opinion place a 0 in the box.

(a) Magic Bag.....☐

(b) Waterloo Street.....☐

(c) Here in the West.....☐

(d) Investigating - Minimaths.....☐

(e) Primary - (i) Erg Report.....☐

(ii) Science About.....☐

(f) Hold Down A Chord.....☐

(g) Music Time.....☐

(h) Social Studies - Australia.....☐

(i) Social Studies - World.....☐

(j) Short Circus.....☐

(k) Words and Pictures.....☐

(l) Investigating.....☐

(m) You and Me.....☐

(n) Art and Craft .....☐

(o) About Books.....☐

(p) For the Juniors I.....☐

(q) For the Juniors II.....☐

(r) Flip Slide Turn.....☐

(s) Behind the News.....☐

For the following four items (i.e. 10,11,12 & 13,) please select your responses from the following:

Strongly agree.....1

Agree.....2

Disagree.....3

Strongly disagree.....4

10. Just watching the ABC broadcasts is a learning experience in itself.....[ ]

11. Complementary activities are not really necessary.....[ ]

12. The time spent preparing video activities as a stimulus for learning could be more profitably spent marking and preparing lessons.....[ ]

13. The responsibility for deciding whether video activities are used by the student lies with the SOTA or DEC teacher rather than the parent or governess.....[ ]

For the following questions please indicate your response by placing the appropriate number in the box provided.

14. How do you use the activities provided in the newsletter which accompanies each week's video cassette?

Students are directed to do all the activities designed for their age groups.....1

Students are directed to do many of the activities.....2

Students are occasionally directed to do some of the activities.....3

Students are not directed to use the activities.....4

[ ]

Please indicate ways in which the newsletter could be improved.

_____

_____

_____

15. How useful are the ABC broadcasts provided by the Loan Video Programme as an educational resource for isolated children?

Very useful.....1

Useful.....2 ☐

Of some use.....3

Of no use.....4

What suggestions would you make to improve the educational value of the service?

_____

_____

_____

_____

16. Which statement best describes the way the Loan Video Programme is being administered?

Very efficiently.....1

Efficiently.....2

Adequately.....3 ☐

Rather poorly.....4

If you have any suggestions for improvement of the newsletter please write them below.

_____

_____

_____

_____

_____

_____

17. Please add any further comments regarding the Loan Video Programme

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Thank you for taking the time to complete this questionnaire.

Please return in the envelope provided to:

Superintendent of Education
(Audio-Visual)
P O Box 271
LEEDERVILLE WA 6007

Attention: P. Hosie

L O A N V I D E O P R O G R A M M E

1983 SURVEY

Questionnaire to Parents

Distance Education Centre
Audio-Visual Education Branch

EDUCATION DEPARTMENT OF WESTERN AUSTRALIA

1. Please write in the space below the Year level and method of schooling for the children who regularly watch the Loan Video Programme video cassette at your location.

	METHOD OF SCHOOLING (please tick)		
YEAR LEVEL	SCHOOL OF THE AIR	DISTANCE EDUCATION CENTRE	OTHER

Please indicate your response by placing the appropriate number in the box provided.

2. On average how many **days** do you keep the video cassettes before returning them?.....|__|__|

3. How many **days** does it normally take for the video cassette to reach you?.....|__|__|

(NOTE: Each cassette is marked to show the date of the week's broadcasts. This is shown as "week beginning" and is marked on the front of the cassettes. Please count from this date to when the cassette is received.)

4. Before joining the Loan Video Programme had your children ever watched television on a regular basis?
(i.e. more than 5 hours per week for 6 months).

Yes.....1

No.....2 |__|

For the following question please place a tick in as many boxes as are appropriate.

5. If you answered yes to the question four, what type of television have your children watched?

(a) ABC broadcasts.....|__|

(b) ABC schools broadcasts.....|__|

(c) Commercial broadcasts.....|__|

(d) Commercial - Video.....|__|

(e) ABC - Video.....|__|

6. How useful do you consider the programmes made by the Audio-Visual Branch are?

Please select your answer for each item from the following:

Very valuable.....1

Some value.....2

No value.....3

Haven't watched the programme.....4

(a) Introducing the Loan Video Programme .....|__|

(b) Choosing and Using Broadcasts.....|__|

(c) In Reply.....|__|

7. The first few pages of the weekly newsletter contains information about the administration of the Loan Video Programme.

Please indicate your reaction to statements (a), (b) and (c) below by writing a <u>numeral</u> which best corresponds to your attitude.

Always the case.....1

Usually the case.....2

Sometimes the case.....3

Never the case.....4

(a) Clearly explains administrative matters.....|__|

(b) Provides information about interesting developments..... |__|

(c) Provides useful technical information.....|__|

8. Indicate what you think the educational value of each of the ABC broadcasts listed below is.

Please select a numeral from the following 5 point scale:

1	2	3	4	5

(no value) (very valuable)

NOTE: If your children have not watched a broadcast mentioned or you do not wish to express an opinion place a 0 in the box.

(a) Magic Bag.....|__|

(b) Waterloo Street.....|__|

(c) Here in the West.....|__|

(d) Investigating - Minimaths.....|__|

(e) Primary - (i) Erg Report.....|__|

(ii) Science About.....|__|

(f) Hold Down a Chord.....|__|

(g) Music Time.....|__|

(h) Social Studies - Australia.....|__|

(i) Social Studies - World.....|__|

(j) Short Circus.....|__|

(k) Words and Pictures.....|__|

(l) Investigating.....|__|

(m) You and Me.....|__|

(n) Art and Craft .....|__|

(o) About Books.....|__|

(p) For the Juniors I.....|__|

(q) For the Juniors II.....|__|

(r) Flip Slide Turn.....|__|

(s) Behind the News.....|__|

9. Do your children engage in other activities whilst watching the ABC broadcasts?

Please select a numeral from the following 5 point scale:

1	2	3	4	5

(not at all) (a great deal)

(a) Eating and drinking.....[ ]

(b) Reading material unrelated to the broadcast.....[ ]

(c) Taking notes related to the broadcast.....[ ]

(d) Leaving or entering the room.....[ ]

(e) Doing school work unrelated to the broadcast.....[ ]

10. What do you feel has been the typical influence of ABC broadcasts on your child or children?

Please select a numeral from the following 5 point scale:

1	2	3	4	5

(no value) (very valuable)

NOTE: If you feel that the question is not applicable then put a 0 in the box.

(a) Useful as entertainment.....[ ]

(b) Added greatly to their general understanding of the world.....[ ]

(c) Increased their general knowledge.....[ ]

(d) Increased their interest in learning about the particular topic.....[ ]

(e) Increased their interest in schoolwork generally.....[ ]

(f) Assisted in with some aspects of their school work.....[ ]

(g) Other (please state below).....[ ]

_____

_____

For the following questions, please indicate your response by placing the appropriate number in the box provided.

11. How do your children normally use the complementary activities of the newsletters?

Do all the activities.....1

Do all the activities relevant to their Year level.....2

Do activities they are particularly interested in.....3

Rarely use the activities.....4

Never use the activities.....5

Please add any comments about how your children use the activities.

_____

_____

_____

_____

12. How regularly are the ABC broadcasts referred to in your child's school work?

Never.....1

Rarely.....2

Quite often.....3

Very often.....4

Please add any further comments.

_____

_____

_____

_____

13. How relevant do you consider the ABC broadcasts are to your child's schoolwork?

Very relevant.....1
Of some relevance.....2 [ ]
Of no relevance.....3

14. How would you describe the way your children normally watch the ABC broadcasts?

They watch only the broadcasts recommended by A-V NEWS for their age group.....1
They watch whatever broadcasts they want..2
They watch most broadcasts.....3 [ ]
They watch all the 4 hours of broadcasts at once.....4

15. Typically, how many times on average do your children watch each broadcast?

Once.....1
Twice.....2 [ ]
Three times.....3
More than three times.....4

16. When does viewing typically occur?

In the morning (before 12pm).....1
In the afternoon (after 12pm before 6pm)..2 [ ]
In the evening (after 6pm).....3

17. Please consider the reason for your children watching the broadcasts during these times.

Select your response to each item from the following:

An important reason.....1

Moderate influence.....2

No influence.....3

(a) Only time the generator operates.....|__|

(b) When parents can watch.....|__|

(c) With a tutor as part of schoolwork.....|__|

(d) So other activities requiring the generator can be done (eg housework requiring electricity).....|__|

(e) When all children are available.....|__|

(f) When other local inhabitants can also watch.....|__|

18. Have you noticed any learning inspired by the ABC broadcasts in your child's schoolwork?

Please select your response to each item from the following:

Many instances of learning from the ABC broadcasts have been noticed.....1

A few instances of learning from the ABC broadcasts have been noticed.....2

Very few instances of learning from the ABC broadcasts have been noticed.....3

No instances of learning from the ABC broadcasts have been noticed.....4

(a) Mathematics.....|__|

(b) Social Studies.....|__|

(c) Science.....|__|

(d) English.....|__|

(e) Optional subjects (please list below).....|__|

19. Have any of the activities listed below been increased or decreased due to watching the broadcast?

Select your response to each item from the following:

No noticeable change.....1

Decrease in activities.....2

Increase in activities.....3

(a) Reading.....|__|

(b) Play.....|__|

(c) Household chores.....|__|

(d) Sport.....|__|

(e) Work.....|__|

(f) Other (Please state below).....|__|

_____

_____

20. How educationally valuable do you consider the Audio-Visual Branch productions which have beencopied onto the video cassettes to be?

Please select a numerical from the following 5 point scale:

1	2	3	4	5

(not at all) (a great deal)

NOTE: If you have not watched the programmes or do not wish to express an opinion put a 0 in the box.

(a) A Swamp Excursion.....|__|

(b) WA Week 1982 - schools activities.....|__|

(c) Looking at the Wild.....|__|

(d) The Pilbara.....|__|

(e) Telling the Time.....|__|

(f) Crosscut.....|__|

For the following questions, please indicate your response by placing the appropriate number in the box provided.

21. How do your children typically watch the ABC broadcasts?

(a) Younger children (Year level 1-3)

Watch with other children.....1

Watch with a parent.....2

Watch with a tutor other than a parent.....3

Watch with an adult other than a parent.....4

Watch alone.....5

(b) Older children (Year level 4 - 7)

Watch with other children.....1

Watch with a parent.....2

Watch with a tutor other than a parent.....3

Watch with an adult other than a parent.....4

Watch alone.....5

22. How useful are the ABC broadcasts provided by the Loan Video Programme as an educational resource for isolated children?

Very useful.....1

Useful.....2

Of some use.....3

Of no use.....4

23. Which one of the following statements best describes how watching ABC broadcasts has affected your family conversations?

There has been a decrease in the depth and range of discussions.....1

There has been an increase in the depth and range of discussion.....2 [ ]

There has been no obvious change in the depth and range of discussion.....3

24. Which statement best describes the way the Loan Video Programme is being administered?

Very efficiently.....1

Efficiently.....2 [ ]

Adequately.....3

Rather poorly.....4

Please make any suggestions for improving the Programme below.

_____

_____

_____

_____

Thank you for taking the time to complete this questionnaire.

Please return in the envelope provided to:

Superintendent of Education
(Audio-Visual)
P O Box 271
LEEDERVILLE WA 6007

Attention: P. Hosie

TP1. All figures are taken from the 8-8-83 and are subject to minor fluctuations. School of the Air sub-totals are indicated in the brackets. Teacher return rate = 84.2%

N = Number of people responding to an alternative

% = Number answering the alternative / Total number answering the survey

	TEACHERS	STUDENTS ENROLLED	FAMILIES ENROLLED	FAMILIES ON LVP	%FAMILIES ON LVP	EQUIPMENT ON LOAN	OWN EQUIP.	SURVEY RETURNS	%
S.O.T.A. Kalgoorlie (1)	5	46	33	23	69.6%	19	4	13	56.5%
S.O.T.A. Meekatharra (2)	5	52	35	31	88.5%	25	6	28	90.3%
S.O.T.A. Port Hedland (3)	4	24	15	14	93.3%	11	3	11	78.5%
S.O.T.A. Kimberley (4)	4	53	29	24	82.7%	19	5	15	62.5%
S.O.T.A. Carnarvon (5)	6	46	26	22	84.6%	14	8	16	72.7%
S.O.T.A. SUB TOTAL	25	221	138	114	82.6%	88	26	83	72.8%
D.E.C. (6)	14	98	73	27	36.9%	18	9	17	62.9%
TOTAL	39	319	211	141	75.9%	106(97TVs)	35	100	70.9%

NOTE : DEC had 343 primary enrolments of which 98 were considered permanent, i.e. living in fixed locations for a set period of time. The other 245 enrolments are either classed as itinerant, travellers (overseas and within Australia) or medical. These students do not meet the eligibility requirements of the Programme.

T2. When do you watch the ABC broadcasts your children are receiving?

Please place a tick in as many boxes as are appropriate.

	S.O.T.A.										TOTAL		D.E.C.		TOTAL	
	KALGOORLIE		MEEKA.		PT.HEDLAND		KIMBERLEY		CARNARVON							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
(a) Rarely find time to watch them	0	0	2	6.2	2	6.2	0	0	2	6.2	6	18.8	1	3.1	7	21.9
(b) When preparing a lesson or activity related to a specific broadcast	0	0	2	6.2	2	6.2	0	0	0	0	4	12.5	6	18.8	10	31.2
(c) Occasionally when time permits	1	3.1	1	3.1	1	3.1	1	3.1	2	6.2	6	18.8	0	0	6	18.8
(d) When interested in a particular broadcast	0	0	1	3.1	1	3.1	1	3.1	2	6.2	5	15.6	0	0	5	15.6
(e) Regularly watch the broadcasts my students receive	2	6.2	0	0	0	0	2	6.2	0	0	4	12.5	1	3.1	5	15.6
(f) During normal working hours	2	6.2	3	9.4	0	0	2	6.2	0	0	7	21.9	3	9.4	10	31.2
(g) In my spare time	0	0	1	3.1	1	3.1	1	3.1	0	0	3	9.4	0	0	3	9.4
(h) Distance Education Teacher only: To write on activity for the newsletter	-	-	-	-	-	-	-	-	-	-	-	-	12	†85.7	-	-

† These percentages are expressed as part of the total number of D.E.C. respondents.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

T3. How well do you consider the ABC schools TV broadcasts relate to the curriculum?

Please indicate your response by placing the appropriate number in the box provided.

	S.O.T.A.										TOTAL		D.E.C.		TOTAL	
	KALGOORLIE		MEEKA.		PT. HEDLAND		KIMBERLEY		CARNARVON							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Extremely closely	0	0	0	0	1	3.1	0	0	0	0	1	3.1	1	3.1	2	6.2
2. Reasonably closely	2	6.2	2	6.2	1	3.1	2	6.2	0	0	7	21.9	2	6.2	9	28.1
3. Only partially	1	3.1	3	9.4	1	3.1	1	3.1	4	12.5	10	31.2	6	18.8	16	50.0
4. Not at all	0	0	0	0	0	0	0	0	0	0	0	0	3	9.4	3	9.4
MEAN	2.33		2.60		2.00		2.00		2.25		2.50		2.92			2.67
STANDARD DEVIATION	.47		.49		.82		.82		.83		.60		.86			.75

T4. Please read the statements below regarding integrating television broadcasts with student's school work.

Place a tick in the box next to the statements you agree with.

	S.O.T.A.										TOTAL		D.E.C.		TOTAL	
	KALGOORLIE		MEEKA.		PT. HEDLAND		KIMBERLEY		CARNARVON							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
(a) The broadcasts are not available at the right time of the year	0	0	0	0	0	0	2	6.2	2	6.2	4	12.5	27	84.4	5	15.6
(b) Students don't get the broadcasts at the same time, making it difficult to conduct lessons in which everyone can participate	2	6.2	3	9.4	1	3.1	3	9.4	3	9.4	12	37.5	20	62.5	12	37.5
(c) More problem than it's worth. The time could be better spent on activities, such as writing sets which would give greater benefit to students	0	0	2	6.2	0	0	0	0	0	0	2	6.2	28	87.5	4	12.5
(d) Full integration will never be possible	1	3.1	0	0	1	3.1	1	3.1	1	3.1	4	12.5	22	68.8	10	31.2
(e) Partial integration is a possibility, if teachers had more time	2	6.2	5	15.6	1	3.1	2	6.2	3	9.4	13	40.6	11	34.4	21	65.6
(f) Other (please state below)	0	0	1	3.1	0	0	1	3.1	1	3.1	3	9.4	28	87.5	4	12.5

T5. Which of the following information sources about the ABC broadcasts do you read?

Please place a tick in as many boxes as are appropriate.

	S.O.T.A.												D.E.C.		TOTAL	
	KALGOORLIE		MEEKA.		PT. HEDLAND		KIMBERLEY		CARNARVON		TOTAL					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
(a) ABC booklets	0	0	0	0	1	3.1	3	9.4	1	3.1	5	15.6	7	21.9	12	37.5
(b) A-V News	3	9.4	4	12.5	3	9.4	3	9.4	2	6.2	15	46.9	13	40.6	28	87.5
(c) Loan Video Programme News	0	0	4	12.5	3	9.4	2	6.2	3	9.4	12	37.5	12	37.5	24	75.0

P18. Have you noticed any learning inspired by the
T 6. ABC broadcasts in your students' school work?

Please select your response to each item for the following:

Many instances of learning from the ABC broadcasts have been noticed.....1

Some instances of learning from the ABC broadcasts have been noticed.....2

No instances of learning from the ABC broadcasts have been noticed.....3

	S.O.T.A. and D.E.C. TEACHERS									S.O.T.A. and D.E.C. PARENTS									TOTAL		
	1		2		3		TOTAL			1		2		3		TOTAL					
	N	%	N	%	N	%	N	%	$\bar{X}$	N	%	N	%	N	%	N	%	$\bar{X}$	N	%	$\bar{X}$
(a) Mathematics	1	3.1	9	28.1	17	53.1	27	84.4	2.59	24	24	2	61	15	15	100	100	1.91	127	96.2	2.05
(b) Social Studies	6	18.8	14	43.8	9	28.1	29	90.6	2.10	67	67	32	32	0	0	99	99	1.32	128	97.0	1.50
(c) Science	3	9.4	11	34.4	13	40.6	27	84.4	2.377	40	40	50	50	8	8	98	98	1.67	125	94.7	1.82
(d) English	1	3.1	12	37.5	16	50.0	29	90.6	2.52	33	33	55	55	11	11	99	99	1.78	128	97.0	1.95
(e) Optional subjects	2	6.2	9	28.1	13	40.6	24	75.0	2.46	24	24	14	14	3	3	41	41	1.49	65	49.2	1.85

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P6. How useful do you consider the programmes
T7. made by the Audio-Visual Branch to be?

Please select your answer for each item from the following:

Very valuable.....1

Some value.....2

No value.....3

* Haven't watched the programme.....4

	S.O.T.A. and D.E.C. TEACHERS				S.O.T.A. and D.E.C. PARENTS				TOTAL			
	N	%	$\bar{X}$	4's	N	%	$\bar{X}$	4's	N	%	$\bar{X}$	4's
(a) Introducing the Loan Video Programme	19	59.3	1.79	13	92	92	1.36	5	111	84.1	1.43	18
(b) Choosing and Using Broadcasts	16	50.0	2.13	16	87	87	1.42	9	103	78.0	1.53	25
(c) In Reply	13	40.6	2.15	19	75	75	1.48	14	88	66.7	1.58	33

* These responses have not been included in N or in the calculation of $\bar{X}$.

T8. When do you refer to the ABC broadcasts in your lessons?

Please select your response to each item from the following:

Usually the case.....1

Occasionally the case.....2

Never the case.....3

	S.O.T.A.				D.E.C.				TOTAL			
	N	%	$\bar{X}$	S	N	%	$\bar{X}$	S	N	%	$\bar{X}$	S
(a) For most broadcasts	18	56.2	2.67	.58	9	28.1	2.78	.63	27	84.4	2.70	.60
(b) Only for selected broadcasts	18	56.2	2.22	.71	9	28.1	2.78	.63	27	84.4	2.41	.73
(c) For broadcasts of particular interest	18	56.2	2.11	.74	9	28.1	2.78	.42	27	84.4	2.33	.72
(d) When they relate to what students are studying	19	59.4	2.21	.77	9	28.1	2.67	.67	28	87.5	2.36	.77
(e) As alternatives to some set activities	19	59.4	2.84	.36	9	28.1	2.56	.83	28	87.5	2.75	.57
(f) For students who require extension set work	18	56.2	2.72	.56	9	28.1	2.44	.68	27	84.4	2.63	.62

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T9. Indicate what you think the educational value
P8. of each of the ABC broadcasts listed below is.

Please select a numeral from
the following 5 point scale:

1	2	3	4	5

(no value) (very valuable)

NOTE: If your children have not watched a broadcast mentioned or you do not wish to express an opinion place a 0 in the box.

	TEACHERS							PARENTS							TOTAL				
	S.O.T.A		D.E.C.		TOTAL			S.O.T.A.		D.E.C.		TOTAL							
	$\bar{X}$	Rank Order	$\bar{X}$	Rank Order	0 N/A	$\bar{X}$	Rank Order	$\bar{X}$	Rank Order	$\bar{X}$	Rank Order	0 N/A	$\bar{X}$	Rank Order	0 N/A	$\bar{X}$	Rank Order	d	d^2
(a) Magic Bag	3.86	9	4.00	9	24	3.88	10	3.89	6	3.88	6	9	3.89	6	33	3.89	6	4	16
(b) Waterloo Street	2.75	14	1.00	12	27	2.40	18	3.29	20	3.50	18	51	3.33	20	78	3.13	19	2	4
(c) Here in the West	4.81	1	3.71	1	10	4.48	1	4.90	1	4.65	1	3	4.86	1	13	4.79	1	0	0
(d) Investigating - Minimaths	3.50	10	4.00	7	24	3.63	11.5	3.94	16	3.46	14	35	3.86	16	59	3.83	16	4.5	25
(e) Primary - (i) Erg Report	3.63	8	4.00	9	23	3.67	9	3.68	12	4.00	7	23	3.74	12	46	3.73	11	3	9
(ii) Science About	3.50	10	2.00	11	25	3.29	13	3.84	11	4.00	7	24	3.87	11	49	3.82	12	2	4
(f) Hold Down A Chord	3.80	11	3.00	10	26	3.67	14.5	2.93	18	2.42	16	34	2.83	18	60	2.90	17	3.5	25
(g) Music Time	3.50	10	2.00	7	22	2.90	11.5	3.26	14	3.27	11	15	3.26	13	37	3.22	13	1.5	2.25
(h) Social Studies - Australia	4.40	3	3.50	3	14	4.21	3	4.55	4	4.53	3	8	4.54	4	22	4.49	3	1	1
(i) Social Studies - World	4.29	4	3.67	5	15	4.18	4	4.59	3	4.65	1	8	4.60	3	23	4.53	4	1	1
(j) Short Circus	3.50	16	3.00	10	29	3.33	20	3.31	17	4.14	17	42	3.41	17	71	3.41	20	3	9
(k) Words and Pictures	4.63	6	4.00	4	21	4.45	5	4.28	7	3.53	9	21	4.14	7	42	4.18	7	2	4
(l) Investigating	4.00	12	5.00	8	27	4.20	16	3.98	15	3.54	12	33	3.90	15	60	3.92	15	1	1
(m) You and Me	3.67	14	2.00	9	27	3.00	17	3.79	13	3.07	15	25	3.65	14	52	3.61	14	3	9
(n) Art and Craft	3.50	13	4.00	7	26	3.67	14.5	3.87	9	3.44	5	16	3.88	8	42	3.87	10	6.5	25
(o) About Books	2.67	15	3.00	10	28	2.75	19	3.58	19	3.33	13	50	3.54	19	78	3.48	18	0	0
(p) For the Juniors I	3.89	7	4.00	7	21	3.91	7.5	4.08	8	4.00	10	22	4.06	9	43	4.04	8	1.5	2.5
(q) For the Juniors II	4.14	8	3.50	3	21	3.91	7.5	4.08	10	4.15	8	23	4.09	10	44	4.07	9	2.5	2.5
(r) Flip, Slide, Turn	4.33	5	4.50	6	21	4.36	6	4.11	5	4.12	4	11	4.11	5	32	4.14	5	1	1
(s) Behind the News	4.86	2	4.00	2	12	4.45	2	4.78	2	4.59	2	5	4.75	2	17	4.70	2	1	1

The "0" response has not been included when calculating $\bar{X}$.

Rank order was determined by multiplying $\bar{X}$ by the number of non-zero responses and giving the highest result a ranking of 1. The second highest 2 etc. A relative weighting is thus attained.

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T10,11,12,13. For the following four items (i.e. 10,11,12 & 13,) please select your responses from the following:

Strongly agree.....1

Agree.....2

Disagree.....3

Strongly disagree.....4

	S.O.T.A. %				D.E.C. %				TOTAL		
	SA	A	D	SD	SA	A	D	SD	N	$\bar{X}$	S
T10. Just watching the ABC broadcasts is a learning experience in itself	12.5	43.8	3.1	0	3.1	28.1	9.4	0	32	1.97	.53
T11. Complementary activities are not really necessary	3.1	34.4	15.6	3.1	3.1	6.2	31.2	0	31	2.48	.67
T12. The time spent preparing video activities as a stimulus for learning could be more profitably spent marking and preparing lessons	0	3.1	43.8	6.2	6.2	9.4	12.5	9.4	29	2.90	.76
T13. The responsibility for deciding whether video activities are used by the student lies with the SOTA or DEC teacher rather than the parent or governess	3.1	9.4	25.0	15.6	0	3.1	12.5	18.8	28	3.18	.80

For the following questions please indicate your response by placing the appropriate number in the box provided

T14. How do you use the activities provided in the newsletter which accompanies each week's video cassette?

	S.O.T.A.										TOTAL		D.E.C.		TOTAL	
	KALGOORLIE		MEEKA.		PT. HEDLAND		KIMBERLEY		CARNARVON							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Students are directed to do all the activities designed for their age groups	1	3.1	0	0	0	0	0	0	0	0	1	3.1	2	6.2	3	9.4
2. Students are directed to do many of the activities	0	0	1	3.1	0	0	0	0	0	0	1	3.1	0	0	1	3.1
3. Students are occasionally directed to do some of the activities	1	3.1	1	3.1	3	9.4	1	3.1	0	0	6	18.8	1	3.1	7	21.9
4. Students are not directed to use the activities	1	3.1	3	9.4	0	0	3	9.4	4	12.5	11	34.4	9	28.1	20	62.5
MEAN	2.67		3.40		3.0		3.75		4.0		3.42		3.42		3.42	
STANDARD DEVIATION	1.25		.80		0		.43		0		.82		1.11		.94	

P22. How useful are the ABC broadcasts provided by
T15. the Loan Video Programmes as an educational resource for isolated children?

	TEACHERS						PARENTS							
	S.O.T.A.		D.E.C.		TOTAL		S.O.T.A.		D.E.C.		TOTAL		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Very Useful	13	40.6	8	25.0	21	65.6	72	72	17	17	89	89	110	83.3
2. Useful	5	15.6	2	6.2	7	21.9	10	10	0	0	10	10	17	12.9
3. Of some use	0	0	2	6.2	2	6.2	1	1	0	0	1	1	3	2.3
4. Of no use	1	3.1	0	0	1	3.1	0	0	0	0	0	0	1	0.8
MEAN	1.42		1.50		1.45		1.14		1.00		1.12		1.20	
STANDARD DEVIATION	.75		.76		.76		.39		0.00		.36		0.50	
TOTAL	19		12		31	1	83		17		100		131	

T16. Which statement best describes the way the Loan Video Programme is being administered?

	S.O.T.A															
	KALGOORLIE		MEEKA.		PT.HEDLAND		KIMBERLEY		CARNARVON		TOTAL		D.E.C.		TOTAL	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Very efficiently	2	6.2	1	3.1	3	9.4	1	3.1	1	3.1	8	25.0	3	9.4	11	34.4
2. Efficiently	1	3.1	4	12.5	0	0	1	3.1	2	6.2	8	25.0	7	21.9	15	46.9
3. Adequately	0	0	0	0	0	0	2	6.2	1	3.1	3	9.4	0	0	3	9.4
4. Rather poorly	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MEAN	1.33		1.80		1.00		2.25		2.00		1.74		1.70		1.72	
STANDARD DEVIATION	.47		.40		0		.83		.71		.71		.46		.64	

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P1. **STUDENT DEMOGRAPHIC BREAKDOWN**

Responses to questions about the age level and methods of schooling undergone by children who regularly watch the Loan Video Programme video cassettes.

YEAR LEVEL	D.E.C.	S.O.T.A.	TOTAL
P.P.	3	19	22
1	5	26	31
2	2	19	21
3	8	20	28
4	6	18	24
5	3	10	13
6	4	18	22
7	4	16	20
8	2	-	2
9	3	-	3
10	5	-	5
11	-	-	-
12	-	-	-
OTHER	2	-	2
TOTAL	47	146	193

NOTE: The ratio of primary students per family is 1:1.93

This excludes secondary students

P2. On average how many days do you keep the video cassettes before returning them?

DAYS	N	%
1-5	2	2
6	2	2
7	27	27
8	4	4
9	1	1
10	20	20
11-15	36	36
16-20	2	2
21-25	3	3
26-30	2	2
30	0	0
TOTAL	99	99
MEAN	11.11	
STANDARD DEVIATION	4.63	

P3. How many days does it normally take for a video cassette to reach you?

DAYS	N	%
1-5	4	4
6-10	13	13
11-15	31	31
16-20	16	16
21-25	21	21
26-30	13	13
30	2	2
TOTAL	100	100
MEAN	17.66	
STANDARD DEVIATION	7.12	

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P4. Before joining the Loan Video Programme had your children ever watched television on a regular basis? (i.e. more than 5 hours per week for 6 months).

	S.O.T.A.		D.E.C.		TOTAL	
	N	%	N	%	N	%
1. Yes	23	23	4	4	27	27
2. No	60	60	13	13	73	73
TOTAL	83	83	17	17	100	100

For the following question please place a tick in as many boxes as are appropriate.

P5. If you answered yes to the question four, what type of television have your children watched?

	S.O.T.A.		D.E.C.		N/A		TOTAL	
	N	%	N	%	N	%	N	%
(a) ABC broadcasts	3	3	0	0	97	97	100	100
(b) ABC Schools broadcasts	3	3	0	0	97	97	100	100
(c) Commercial broadcast	3	3	0	0	97	97	100	100
(d) Commercial - Video	0	0	0	0	100	100	100	100
(e) ABC - Video	0	0	0	0	100	100	100	100

P6. How useful do you consider the programmes
T7. made by the Audio-Visual Branch to be?

Please select your answer for each item from the following:

Very valuable.....1

Some value.....2

No value.....3

* Haven't watched the programme.....4

	S.O.T.A. and D.E.C. TEACHERS				S.O.T.A. and D.E.C. PARENTS				TOTAL			
	N	%	$\bar{X}$	4's	N	%	$\bar{X}$	4's	N	%	$\bar{X}$	4's
(a) Introducing the Loan Video Programme	19	59.3	1.79	13	92	92	1.36	5	111	84.1	1.43	18
(b) Choosing and Using Broadcasts	16	50.0	2.13	15	87	87	1.42	9	103	78.0	1.53	25
(c) In Reply	13	40.6	2.15	19	75	75	1.48	14	88	66.7	1.58	33

* These responses have not been included in N or in the calculation of $\bar{X}$.

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P7. The first few pages of the weekly newsletter contains information about the administration of the Loan Video Programme.

Please indicate your reaction to statements (a), (b) and (c) below by writing a numeral which best corresponds to your attitude.

Always the case.....1

Usually the case.....2

Sometimes the case.....3

Never the case.....4

	1		2		3		4		TOTAL			
	N	%	N	%	N	%	N	%	N	%	$\bar{X}$	S
(a) Clearly explains administrative matters	43	43	43	43	6	6	1	1	93	93	1.62	.66
(b) Provides information about interesting developments	39	39	48	48	9	9	1	1	97	97	1.71	.68
(c) Provides useful technical information	36	36	41	41	15	15	2	2	94	94	1.82	.78

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T9. Indicate what you think the educational value
P8. of each of the ABC broadcasts listed below is.

Please select a numeral from the following 5 point scale:

1	2	3	4	5

(no value) (very valuable)

NOTE: If your children have not watched a broadcast mentioned or you do not wish to express an opinion place a 0 in the box.

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	TEACHERS							PARENTS							TOTAL				
	S.O.T.A		D.E.C.		TOTAL			S.O.T.A.		D.E.C.		TOTAL							
	$\bar{X}$	Rank Order	$\bar{X}$	Rank Order	0 N/A	$\bar{X}$	Rank Order	$\bar{X}$	Rank Order	$\bar{X}$	Rank Order	0 N/A	$\bar{X}$	Rank Order	0 N/A	$\bar{X}$	Rank Order	d	d^2
(a) Magic Bag	3.86	9	4.00	9	24	3.88	10	3.89	6	3.88	6	9	3.89	6	33	3.89	6	4	16
(b) Waterloo Street	2.75	14	1.00	12	27	2.40	18	3.29	20	3.50	18	51	3.33	20	78	3.13	19	2	4
(c) Here in the West	4.81	1	3.71	1	10	4.48	1	4.90	1	4.65	1	3	4.86	1	13	4.79	1	0	0
(d) Investigating - Minimaths	3.50	10	4.00	7	24	3.63	11.5	3.94	16	3.46	14	35	3.86	16	59	3.83	16	4.5	25
(e) Primary - (i) Erg Report	3.63	8	4.00	9	23	3.67	9	3.68	12	4.00	7	23	3.74	12	46	3.73	11	3	9
(ii) Science About	3.50	10	2.00	11	25	3.29	13	3.84	11	4.00	7	24	3.87	11	49	3.82	12	2	4
(f) Hold Down A Chord	3.80	11	3.00	10	26	3.67	14.5	2.93	18	2.42	16	34	2.83	18	60	2.90	17	3.5	25
(g) Music Time	3.50	10	2.00	7	22	2.90	11.5	3.26	14	3.27	11	15	3.26	13	37	3.22	13	1.5	2.25
(h) Social Studies - Australia	4.40	3	3.50	3	14	4.21	3	4.55	4	4.53	3	8	4.54	4	22	4.49	3	1	1
(i) Social Studies - World	4.29	4	3.67	5	15	4.18	4	4.59	3	4.65	1	8	4.60	3	23	4.53	4	1	1
(j) Short Circus	3.50	16	3.00	10	29	3.33	20	3.31	17	4.14	17	42	3.41	17	71	3.41	20	3	9
(k) Words and Pictures	4.63	6	4.00	4	21	4.45	5	4.28	7	3.53	9	21	4.14	7	42	4.18	7	2	4
(l) Investigating	4.00	12	5.00	8	27	4.20	16	3.98	15	3.54	12	33	3.90	15	60	3.92	15	1	1
(m) You and Me	3.67	14	2.00	9	27	3.00	17	3.79	13	3.07	15	25	3.65	14	52	3.61	14	3	9
(n) Art and Craft	3.50	13	4.00	7	26	3.67	14.5	3.87	9	3.44	5	16	3.88	8	42	3.87	10	6.5	25
(o) About Books	2.67	15	3.00	10	28	2.75	19	3.58	19	3.33	13	50	3.54	19	78	3.48	18	0	0
(p) For the Juniors I	3.89	7	4.00	7	21	3.91	7.5	4.08	8	4.00	10	22	4.06	9	43	4.04	8	1.5	2.5
(q) For the Juniors II	4.14	8	3.50	3	21	3.91	7.5	4.08	10	4.15	8	23	4.09	10	44	4.07	9	2.5	2.5
(r) Flip, Slide, Turn	4.33	5	4.50	6	21	4.36	6	4.11	5	4.12	4	11	4.11	5	32	4.14	5	1	1
(s) Behind the News	4.56	2	4.00	2	12	4.45	2	4.79	2	4.59	2	5	4.75	2	17	4.70	2	1	1

The "0" response has not been included when calculating $\bar{X}$.

Rank order was determined by multiplying $\bar{X}$ by the number of non-zero responses and giving the highest result a ranking of 1. The second highest 2 etc. A relative weighting is thus attained.

P9. Do your children engage in other activities whilst watching the ABC broadcasts?

Please select a numeral from the following 5 point scale:

1	2	3	4	5

(not at all) (a great deal)

	1		2		3		4		5		TOTAL			
	N	%	N	%	N	%	N	%	N	%	N	%	$\bar{X}$	S
(a) Eating and drinking	50	50	22	22	21	21	2	2	0	0	95	95	1.74	.88
(b) Reading material unrelated to the broadcast	85	85	2	2	1	1	1	1	0	0	89	89	1.08	.40
(c) Taking notes related to the broadcast	50	50	14	14	13	13	10	10	6	6	93	93	2.01	1.31
(d) Leaving or entering the room	62	62	22	22	9	9	1	1	0	0	94	94	1.46	.71
(e) Doing school work unrelated to the broadcast	87	87	0	0	0	0	1	1	0	0	88	88	1.03	.32

P10. What do you feel has been the typical influence of ABC broadcasts on your child or children?

Please select a numeral from the following 5 point scale:

1	2	3	4	5

(no value) (very valuable)

Note: If you feel that the question is not applicable then put a 0 in the box.

	0		1		2		3		4		5		TOTAL			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	$\bar{X}$	S
(a) Useful as entertainment	7	7	2	2	5	5	31	31	18	18	35	35	98	98	3.87	1.07
(b) Added greatly to their general understanding of the world	1	1	0	0	0	0	9	9	13	13	76	76	99	99	4.68	.64
(c) Increased their general knowledge	0	0	0	0	0	0	6	6	16	16	77	77	99	99	4.72	.57
(d) Increased their interest in learning about the particular topic	0	0	0	0	3	3	15	15	29	29	52	52	99	99	4.31	.84
(e) Increased their interest in schoolwork generally	7	7	11	11	13	13	29	29	20	20	19	19	99	99	3.25	1.27
(f) Assisted in with some aspects of their school work	0	0	1	1	6	6	29	29	30	30	33	33	99	99	3.89	.98
(g) Other (please state below)	14	14	0	0	2	2	0	0	3	3	8	8	27	27	4.31	1.11

Note: $\bar{X}$ and S based on responses 1-5 only

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For the following questions, please indicate your response by placing the appropriate number in the box provided.

P11. How do your children normally use the complementary activities of the newsletters?

	S.O.T.A.		D.E.C.		TOTAL	
	N	%	N	%	N	%
1. Do all the activities	0	0	1	1	1	1
2. Do all the activities relevant to their year level	20	20	8	8	28	28
3. Do activities they are particularly interested in	41	41	6	6	47	47
4. Rarely use the activites	19	19	2	2	21	21
5. Never use the activities	3	3	0	0	3	3
TOTAL	83	83	17	17	100	100
MEAN	3.06		2.53		2.97	
STANDARD DEVIATION	.79		.80		.81	

P12. How regularly are the ABC broadcasts referred to in your child's school work?

	SOTA		DEC		TOTAL	
	N	%	N	%	N	%
1. Never	17	17	3	3	20	20
2. Rarely	39	39	7	7	46	46
3. Quite often	25	25	5	5	30	30
4. Very often	0	0	2	2	2	2
TOTAL	81	81	17	17	98	98
MEAN	2.10		2.35		2.14	
STANDARD DEVIATION	.72		.93		.76	

P13. How relevant do you consider the ABC broadcasts are to your child's schoolwork?

	SOTA		DEC		TOTAL	
	N	%	N	%	N	%
1. Very relevant	25	25	6	6	31	31
2. Of some relevance	53	53	10	10	63	63
3. Of no relevance	3	3	1	1	4	4
TOTAL	81	81	17	17	98	98
MEAN	1.73		1.71		1.72	
STANDARD DEVIATION	.52		.59		.53	

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P14. How would you describe the way your children normally watch the ABC broadcasts?

	S.O.T.A.		D.E.C.		TOTAL	
	N	%	N	%	N	%
1. They watch only the broadcasts recommended by A-V NEWS for their age group	11	11	2	2	13	13
2. They watch whatever broadcasts they want	14	14	1	1	15	15
3. They watch most broadcasts	46	46	12	12	58	58
4. They watch all the 4 hours of broadcasts at once	11	11	2	2	13	13
TOTAL	82	82	17	17	99	99
MEAN	2.70		2.82		2.72	
STANDARD DEVIATION	.87		.81		.86	

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P15. Typically, how many times on average do your children watch each broadcast?

	S.O.T.A.		D.E.C.		TOTAL	
	N	%	N	%	N	%
1. Once	16	16	8	8	24	24
2. Twice	42	42	5	5	47	47
3. Three times	14	14	1	1	15	15
4. More than three times	11	11	3	3	14	14
TOTAL	83	83	17	17	100	100
MEAN	2.24		1.94		2.19	
STANDARD DEVIATION	.92		1.14		.96	

P16. When does viewing typically occur?

	S.O.T.A.		D.E.C.		TOTAL	
	N	%	N	%	N	%
1. In the morning before (12 pm)	3	3	1	1	4	4
2. In the afternoon (after 12 pm before 6 pm)	38	38	10	10	48	48
3. In the evening (after 6 pm)	42	42	6	6	48	48
TOTAL	83	83	17	17	100	100
MEAN	2.47		2.29		2.44	
STANDARD DEVIATION	.57		.59		.57	

P17. Please consider the reason for your children watching the broadcasts during these times.

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Select your response to each item from the following:

An important reason.....1

Moderate influence.....2

No influence.....3

	1		2		3		TOTAL			
	N	%	N	%	N	%	N	%	$\bar{X}$	S
(a) Only time the generator operates	58	58	10	10	23	23	91	91	1.62	.87
(b) When parents can watch	34	34	31	31	25	25	90	90	1.90	.81
(c) With a tutor as part of schoolwork	28	28	22	22	37	37	87	87	2.10	.86
(d) So other activities requiring the generator can be done (eg. housework requiring electricity)	25	25	22	22	40	40	87	87	2.17	.85
(e) When all children are available	37	37	14	14	38	38	89	89	2.01	.92
(f) When other local inhabitants can also watch	5	5	8	8	70	70	83	83	2.78	.54

P18. Have you noticed any learning inspired by the
T 6. ABC broadcasts in your students' school work?

Please select your response to each item for the following:

Many instances of learning from the ABC broadcasts have been noticed.....1

Some instances of learning from the ABC broadcasts have been noticed.....2

No instances of learning from the ABC broadcasts have been noticed.....3

	S.O.T.A. and D.E.C. TEACHERS									S.O.T.A. and D.E.C. PARENTS									TOTAL		
	1		2		3		TOTAL			1		2		3		TOTAL					
	N	%	N	%	N	%	N	%	$\bar{X}$	N	%	N	%	N	%	N	%	$\bar{X}$	N	%	$\bar{X}$
(a) Mathematics	1	3.1	9	28.1	17	53.1	27	84.4	2.59	24	24	2	61	15	15	100	100	1.91	127	96.2	2.05
(b) Social Studies	6	18.8	14	43.8	9	28.1	29	90.6	2.10	67	67	32	32	0	0	99	99	1.32	128	97.0	1.50
(c) Science	3	9.4	11	34.4	13	40.6	27	84.4	2.377	40	40	50	50	8	8	98	98	1.67	125	94.7	1.82
(d) English	1	3.1	12	37.5	16	50.0	29	90.6	2.52	33	33	55	55	11	11	99	99	1.78	128	97.0	1.95
(e) Optional subjects	2	6.2	9	28.1	13	40.6	24	75.0	2.46	24	24	14	14	3	3	41	41	1.49	65	49.2	1.85

P19. Have any of the activities listed below been increased or decreased due to watching the broadcast?

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Select your response to each item from the following:

No noticeable changs.....1

Decrease in activities.....2

Increase in activities.....3

	1		2		3		TOTAL			
	N	%	N	%	N	%	N	%	$\bar{X}$	S
(a) Reading	69	69	5	5	26	26	100	100	1.57	.88
(b) Play	72	72	11	11	17	17	100	100	1.45	.77
(c) Household chores	82	82	4	4	12	12	98	98	1.29	.67
(d) Sport	78	78	3	3	18	18	99	99	1.39	.78
(e) Work	79	79	1	1	19	19	99	99	1.39	.79
(f) Other (Please state below)	12	12	1	1	14	14	27	27	2.07	1.00

P20. How educationally valuable do you consider the Audio-Visual Branch productions which have been copied onto the video cassette?

Please select a numerical from the following 5 point scale:

1	2	3	4	5

(not at all) (a great deal)

Note: If you have not watched the programmes or do not wish to express an opinion put a 0 in the box.

	0		1		2		3		4		5		TOTAL			
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	$\bar{X}$	S
(a) A Swamp Excursion	33	33	1	1	4	4	18	18	21	21	21	21	98	98	3.88	.99
(b) WA Week 1982 - schools activities	28	28	2	2	10	10	13	13	24	24	21	21	98	98	3.74	1.12
(c) Looking at the Wild	30	30	1	1	1	1	12	12	11	11	43	43	98	98	4.38	.93
(d) The Pilbara	21	21	1	1	3	3	5	5	18	18	50	50	98	98	4.47	.88
(e) Telling the time	27	27	5	5	3	3	16	16	17	17	31	31	99	99	3.92	1.21
(f) Crosscut	49	49	2	2	4	4	11	1	15	15	17	17	98	98	3.84	1.12

NOTE: $\bar{X}$ and S is based on responses 1-5 only.

For the following questions, please indicate your response by placing the appropriate number in the box provided.

P21. How do your children typically watch the ABC broadcasts?

	S.O.T.A.		D.E.C.		TOTAL	
(a) Younger children (Year level 1-3)	N	%	N	%	N	%
1. Watch with other children	20	20	5	5	25	25
2. Watch with a parent	23	23	4	4	27	27
3. Watch with a tutor other than a parent	6	6	1	1	7	7
4. Watch with an adult other than a parent	2	2	0	0	2	2
5. Watch alone	5	5	1	1	6	6
MEAN	2.06		1.91		2.06	
STANDARD DEVIATION	1.20		1.22		1.19	
SUB TOTAL	56	56	11	11	67	67
(b) Older children (Year level 4-7)						
1. Watch with other children	13	13	5	5	18	18
2. Watch with a parent	22	22	7	7	29	29
3. Watch with a tutor other than a parent	8	8	1	1	9	9
4. Watch with an adult other than a parent	1	1	0	0	1	1
5. Watch alone	7	7	1	1	8	8
MEAN	2.35		1.93		2.26	
STANDARD DEVIATION	1.28		1.07		1.24	
SUB-TOTAL	51	51	14	14	65	65
TOTAL	107	107	25	25	132	132

P22. How useful are the ABC broadcasts provided by
T15. the Loan Video Programme as an educational resource for isolated children?

	TEACHERS				TOTAL		PARENTS				TOTAL		TOTAL	
	S.O.T.A.		D.E.C.				S.O.T.A.		D.E.C.					
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Very Useful	13	40.6	8	25.0	21	65.6	72	72	17	17	89	89	110	83.3
2. Useful	5	15.6	2	6.2	7	21.9	10	10	0	0	10	10	17	12.9
3. Of some use	0	0	2	6.2	2	6.2	1	1	0	0	1	1	3	2.3
4. Of no use	1	3.1	0	0	1	3.1	0	0	0	0	0	0	1	0.8
MEAN	1.42		1.50		1.45		1.14		1.00		1.12		1.20	
STANDARD DEVIATION	.75		.76		.76		.39		0.00		.36		0.50	
TOTAL	19		12		31	1	83		17		100		131	

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P23. Which one of the following statements best describes how watching ABC broadcasts has affected your family conversations?

	S.O.T.A.		D.E.C.		TOTAL	
	N	%	N	%	N	%
1. There has been a decrease in the depth and range of discussions	1	1	0	0	1	1
2. There has been an increase in the depth and range of discussion	68	68	15	15	83	83
3. There has been no obvious change in the depth and range of discussion	14	14	2	2	16	16
MEAN	2.16		2.12		2.15	
STANDARD DEVIATION	.40		.33		.39	
TOTAL	83	83	17	17	100	100

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P24. Which statement best describes the way the Loan Video Programme is being administered?

	S.O.T.A.										TOTAL		D.E.C.		TOTAL	
	KALGOORLIE		MEEKATHARRA		PT HEDLAND		KIMBERLEY		CARNARVON							
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1. Very efficiently	8	8	13	13	6	6	5	5	8	8	40	40	11	11	51	51
2. Efficiently	4	4	13	13	4	4	10	10	5	5	36	36	6	6	42	42
3. Adequately	1	1	2	2	1	1	0	0	3	3	7	7	0	0	7	7
4. Rather poorly	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MEAN	1.46		1.61		1.55		1.67		1.69		1.60		1.35		1.56	
STANDARD DEVIATION	0.66		.63		.69		.49		.79		.64		.49		.62	
TOTAL	13	13	28	28	11	11	15	15	16	16	83	83	17	17	100	100

P25. WEEKLY POSTAGE COSTS

Location	Method	Cost/Weight	No. of Cassettes	Cost
Port Hedland	Air	8.95 kg	16	$ 16.20
Meekatharra	Surface	14.35 kg	28	$ 3.45
Carnarvon	Air	10.75 kg	20	$ 19.40
Kalgoorlie	Surface	12.01 kg	23	$ 3.45
Direct	Surface	$ 1.00 each 500 gm	16	$ 16.00
Direct	Air	$ 1.80 each 500 gm	38	$ 68.40
TOTAL		46.15	141	$126.90

NOTE: Double for return

APPENDIX 3 - Teachers' and Parents' Handbook

(Owing to considerations of space the handbooks have not been reproduced here. Copies are available on request).

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2 What's the Problem?

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5 Contract Form

Please address correspondence regarding the Loan Video Programme to:

C. R. Rodgers
Superintendent of Education
(Audio-Visual)
P O Box 271
LEEDERVILLE WA 6007

Attention: P. Hosie

Telephone: (09) 321 2311

Abbreviations used in the booklet

DEC = Distance Education Centre
SOTA = School of the Air
LVP = Loan Video Programme
VCR = Video Cassette Recorder
VHS = Video Home System
TV = Television Receiver

APPENDIX K - Letters from Parents

V. J.
Mt Magnet 6638

After watching your first segment on Choosing & Using Broadcasts (Week 8), I must emphatically disagree with the panel when they stressed that the child should only view those segments applicable to his or her particular year. Jennifer, who is in Year 6, James aged 4 and Tonya aged 2, (together with parents and staff) watch the whole of the tape - not once but two or three times-before returning it. The more one views it, the more one gains from it.

Most of the children on the scheme would see very little television and therefore would no doubt benefit a lot more from these programmes than their city cousins. Penny mentioned how a Year 3 viewing a Year 5 programme would find repetition in two years time. May I point out that most younger children have a short-lived memory and seeing it again would 'jog their memory' and thus reinforce the message that the programme was aiming at.

I must congratulate your Department for its foresight, although I must hasten to add, I was initially opposed to it because of the enormous cost factor. However, this is one scheme I'm sure everyone will agree is invaluable. To the isolated student, this medium has opened up new horizons, before untouchable, no only the educational value, which I hasten to add is most important, but also the cultural value gained, which will stand these children in good stead, when they are integrated into the city way of life.

The people responsible for compiling these programmes, are truly dedicated, ensuing that the educational value is of a high standard, the administration is effective and the weekly newsletter activity sheets are constructive, enabling the children to consolidate what they have seen and learnt.

I trust this innovation instigated by the Fraser government will not only continue by the Hawke government but extra funds be made available to enable this project to expand into curriculum integration, thus giving the children a better understanding of the lessons they are undertaking.

G. K.
Carnarvon

After listening to Tape No. 8 about Choosing and Using Broadcasts, I thought I would drop you a line about how we are using the videos.

First off, right from the start, we watch ours at night and as a family, as its the only way it can be done as my husband is away most days and I am unable to start the 240 engine; it has to be cranked.

We are enjoying what has been on so far. Some like Exploring Science - Water are a follow-up to and repeat of some of the lessons done on air with their teachers. Another was Oxygen; also Here in the West on tractors, a few weeks ago. We are now doing a project on farming, and 'tractors old and new' was the first part.

Social studies - Where Does All The Money Go? It's just great, and gives them a very good idea of shopping and thinking for themselves when shopping, as they have just started going shopping by themselves when we go to town.

Words and Pictures- great. The whole family joins in with that, making it a game and the next day my daughter does the exercises. World Social Studies we find very interesting and informative.

Waterloo Street - sometimes we are a bit confused about just what it is teaching, though really it seems to be for a higher grade than we have. Maybe it could have on the newsletter itself what grades it is for. I know some have middle primary but if you could put grades on for us - ah caught out! I looked up A-V News and low and behold! The grades are on.

J. K.
Carnarvon 6701

After reading the instruction books for both, we were heartily relieved and grateful to be advised by Rex Halse that they had been adjusted in Perth!

We think the programmes on the tapes are wonderful. We cannot get used to the effort and imagination gone into making them interesting as well as instructive for the children. And, of course, as we rarely see TV news and current affairs programmes, the adult section of the family gets a lot out of the programme as well. We watched The Terrible Tiger three times and were all very disappointed when Waterloo Street ended. I could go on and on. Each member of the family has a favourite programme, and we play them over three times and, of course, talk about them (station people are great talkers). So the children must benefit there too.

So it's a wonderful concept and we're very grateful and I was very sad to read in the latest notes accompanying the tape that some people aren't playing the game and returning the tapes correctly. Let's hope that these ones can be encouraged to co-operate, as it would be a shame for a few people to spoil things for a lot of people who must surely be appreciative as we are.

L. B.
Leonora

Note Our children are two boys, aged 8 and 6 years. Therefore, any observations are made with their requirements in mind.

* There is a need for more nature study programmes. The Harry Butler programme shown last year was very popular; we watched it a few times. Another nature study programme, Swamp Excursion, was not as interesting. I think this is because the Harry Butler programme was directed AT the camera, and all attention was focused on the viewer. In the other programme, other children were in the film and the attention to the viewer was not as great.

* I was not happy with a For the Juniors series on Transport. It was obviously made in Britain and I feel that transport needs in Australia are very different.

* Content of school broadcasts is obviously concerned directly with money available to make films. Programmes such as Magic Bag are valuable teaching aids - it is obviously Australian, which makes it easy for the children to identify with the characters. However, I realize this type of programme would be very costly to produce. A very English production, Words and Pictures, is excellent, as it deals mainly with teaching of reading through storytelling, and therefore is universal in its appeal.

* Films included as 'extras', such as Crosscut, were more of entertainment value, perhaps because of the ages of our children. Discussion always follows films and documentaries such as Crosscut, so I guess they are not pure entertainment.

* A complaint for film/documentary producers - Aboriginal 'music' is often used, when in fact the content of the film has nothing at all to do with Aborigines e.g. a film on the Pilbara, concerned completely with the development of iron ore mining.

* I have always used the LVP Newsletter in school, as a follow-up activity. If the newsletter is taking up a lot of time that could be better spent on other things however, I think we should be able to find enough material in the AV News and in the ABC Publications to keep the children interested.

Anonymous

Not enough is being done with the videos after the kids have viewed them. School of the Air, makes absolutely no use of the valuable work on these tapes: work that the kids are interested in and love talking about. Unless there is some follow-up in the household (which I have seen very little evidence of - again, perhaps, because SOTA shows no interest) the tapes are just viewed and returned and, I guess, in most cases eventually forgotten.

I don't think too many teachers have watched many of the tapes. I don't think kids have the opportunity to tell them how much they enjoy the tapes. I think they are still a bit 'in the dark' as to the enthusiasm these tapes have generated in most households.

The tapes seem to me an excellent opportunity to get, hold and keep the child's interest about a subject and the Loan Video Programme News seems an excellent follow-up to any discussion. I have seen children spend some time enthusiastically fill these out, only to have them returned by their SOTA teacher with maybe a tick and in some cases, no marks on them at all. How deflating! They are still a good back up for the supervisor to use and mark, but I feel without too much hassle being caused, they could be more widely used in conjunction wtih air lessons. I ask why aren't the Loan Video Programmes used in conjunction with correspondence/air lessons? It seems a little silly to have spent all this money on such a worthwhile programme, and not have it used to its fullest capacity, a lot of thought and time would be needed to prepare lessons based around a tape programme. But shouldn't we be aiming in this general direction?

I must admit I was a little hesitant about the idea of the Loan Video Programme when it was instigated last year and I don't mind saying I had very real ideas against it; why it was a waste of money. However, since then I have come in contact with many children and seen in lots of households how the children view these programmes, I have completely changed my views and now believe in most ways the children learn things from these tapes they would otherwise not encounter until a long time later. Children watch all - or nearly all-the programmes. I know they are only supposed to watch what is for their age group - but this is hard to enforce, and although I understand the reasons why one should enforce it, the kids really LOVE the programmes. I've seen children choose watching a 'school tape' (as we call them) over another in the home which is full of children's programmes from some other source. How many city kids would watch, say, 'Flip, Slide, Turn' instead of cartoons or some other similar programme.

The only real disadvantage I have come across since the instigation of the Loan Video Programme is that it definitely does take something away from family life. By that I mean before this was introduced most of these families had no TV (admittedly some would have bought their own sooner or later), so at night, in particular, had to find some other form of entertainment - playing cards, games, talking, even singing round the piano, which I know one family used to do. Now these things have been taken over by the video.

School programmes are rarely watched during the day, mainly because the generator isn't on; thus the whole family usually does watch the tape. I guess this is good as then can all discuss it, and know what the children are talking about when they refer to some particular aspect. And the kids do. So many of them quote what they have seen and refer to different programmes often - very often.

S. L.
Meekatharra

I feel rather guilty about not having written earlier to say how we have been enjoying the programmes but I've been busy watching TV. We have been using the notes sent with the newsletter but not sending them in for marking as we like to go over it again or perhaps finish questions which could not be answered, e.g. Steven couldn't think how he could be resourceful but perhaps in a week or so, when he has a better understanding of the word, he may be able to give a satisfactory answer. Some of the notes are similar to those in the A.B.C. booklets so usually we only do one.

I appreciate the broadcast on viewing programmes but I have a problem as my child's favourite programs are those which are not in his age group: Here in the West, Behind the News and World Social Studies. He does learn from these. We do have a 16mm projector and he has been watching those types of programmes for some time. However I promise to give some thought to it.

Although we enjoy all the programmes two of the best we have had were in the first tape and were surprising enough for the younger age group.

For the Juniors I, Bells and Music Time. Rhythm patterns excellent, as music is a difficult subject to teach. Steven learned just so much from that one programme and we have been disappointed that no further programmes of this nature have been included. I notice that they are listed in A-V News.

The other programme we have never had is Magic Bag. It is for Grade 3 and 4 and Steven is only in Grade 2 but I bought the book earlier.

Lastly you mentioned survey forms. I'm not sure what you mean. I filled in a form before I received the equipment but I have not been aware of any other forms. I do read all the material sent and I have double-checked.

Thank you all for an excellent service and for all the effort you put into keeping the programmes flowing. They are much appreciated and enjoyed.

J. P.
Meekatharra

We consider ourselves fortunate to have been allocated Loan Video equipment and are finding this a valuable educational asset, not only for our primary level student, but for the whole family as well.

1. Performance of equipment

Upon opening the carton containing the equipment, we were very impressed that a decent sized viewing screen had been chosen for the TV set. Frankly, we had expected a smaller screen, and certainly appreciate the foresight of those concerned in choosing a screen size suitable for family viewing and physical comfort, rather than a less expensive smaller one. Obviously, this choice has meant no possibility of eye-strain for the children, and maximum viewing benefit.

The video machine itself is easy to operate and efficient. Provision of a dust cover, particularly in our environment, should alleviate the problem of dust causing malfunction or damage to the machine.

2. Public Relations

(a) Newsletters - we have found these to be informative, and have filed them for future reference if necessary.

(b) Recorded Programmes - two programmes for parents have been recorded to date i.e. Introducing the Loan Video Programme and In Reply. Both have been helpful in presenting information and viewpoints.

(c) Contact with Loan Video Communications Officer for Distance Education.

Communications with this officer concerning points in favour of, and suggestions regarding the Loan Video Programme have met with immediate, courteous and helpful response.

(d) A-V News

The provision of this booklet has been helpful in selecting programmes for viewing, and for examining possible areas of correlation with DEC lessons.

3. Exercises and Activities Provided

Generally these are stimulating, concise and effective. We have used these both as substitution work for the relevant DEC subject areas, and as personal feedback of information the child has gained from viewing.

Science activities suggested have been excellent at upper primary level, and have led to further experimentation on the topics treated.

One criticism we have of the social studies exercises is that they are too similar in type to those of the DEC lessons, and variety (perhaps multiple-choice type) could be used here.

4. Programme Content

At upper primary level we effectively utilize the following programmes: Here in the West, Social Studies - Australia, Social Studies - World, World Cultures and Youth, Science About, Behind the News. All of these programmes have so far been informative and valuable educational aids, especially Here in the West, Behind the News, and Social Studies - Australia, as these can be enjoyed by the whole family, and have led to much extra discussion regarding topics presented.

Of maximum educational benefit in our opinion has been Science About. This programme is generally excellently presented, and has been invaluable in stimulating further discovery on the topics presented. As well, it covers an area which is lacking to a certain extent in DEC lessons.

However, one criticism we have is of the 'stereotyped' scientist who smokes a pipe and makes animal-type grunting noises, presumably to aid his thinking process. This is out of place in an educational programme for obvious health reasons, and also because the ridiculous caricature distracts attention from the information being presented.

A further criticism concerns a programme which does not involve us at present, but will in future. For the Juniors II programme on 'Early Life' (Feb 22, 25) is extremely offensive to fundamental Christian parents and children in that it presents the 'theory of evolution' as fact. This, in our opinion, is not only unscientific and untruthful, but is also an abuse of the necessary trust placed by parents in educators. Fortunately the video and TV have an 'off' switch.

5. Additional Benefits of the Loan Video Programme

(a) The programme involves the whole family in the educational process, as some programmes are of interest to adults as well, and can lead to family discussions of the topics presented.

(b) We personally have been able to utilize the scheme also at both secondary and pre-primary level, with the use of a specially prepared secondary maths instruction tape and the Playschool tapes at pre-primary.

One You and Me programme concerning Going to Hospital enabled our pre-schooler to go with confidence to Princess Margaret Hospital without facing the trauma of the previously unknown.

In conclusion, we find the Loan Video Programme to be an invaluable resource and teaching aid, which we are able to use very effectively in our situation. We look forward to further presentations of quality, effective and informative programmes.

D. F.
Meekatharra

Just some further comment I'd like to add in regard to your survey. I thought it a shame we had to identify ourselves in the survey. I think people are more honest and forthright if given the advantage of anonymity.

The other is not really to do with the survey but more in reference to a comment I heard, suggesting that programmes will be dubbed to fit 'grades only' with possibly Here in the West and Behind the News included. I think this would be expensive, more involved and surely an intrusion on our rights as parents.

Regardless of a teacher ever taking such an opportunity, nonetheless the opportunity is there for a classroom teacher to choose and use TV programmes not necessarily recommended for the grade of that teacher's class.

I do understand what the ABC people are saying about repitition over the years - but this is not necessarily the whole crux of the situation. Things change so rapidly. Who can say these children WILL see the programmes year after year? Circumstances alter so rapidly and if a child gets something from a programme not necessarily set for his age group does it really matter if it's not exactly what had been planned? Video is an excellent resource but I think we must remember this and use it as we as supervising parents see it fits our homes best.

I would be disappointed to see the programmes segregated into 'grades'. Picture too, a family of 3 children Grade 1, Grade 4, Grade 7 - surely three tapes would be needed unless individual family needs were to be catered for.

APPENDIX L - Additional programmes

*Mean approval rating (see PT 20 for details)

	Title	Curriculum Area	Year Levels
	Introduction to the Loan Video Programme	Loan Video Programme	Adult
	Choosing and Using Broadcasts	Loan Video Programme	Adult
	In Reply	Loan Video Programme	Adult
	Have Your Say	Loan Video Programme	Adult
*	Looking at the Wild (4.38)	Science	6-10
*	Swamp Excursion (3.88)	Science	5-7
*	W.A. Week (3.74)	General	General
*	The Pilbara (4.47)	Social Studies	5-9
*	Crosscut (3.84)	Social Studies	5-9
	All Shearers go to Heaven	Social Studies/English	5-7
	Weekend Magazine	General	General
	Our Earth	Social Studies	4-11
*	Telling the Time (3.92)	Mathematics	1-3
	A Great Get Together	General	1-7
	Entombed Warriors	Social Studies	3-9
	C.Y.	Social Studies	5-9
	Bunbury	Social Studies	4-7
	America's Cup Report	General	1-7
	Children Talking To Writers		
	Hugh Edwards	English	4-7
	Daphne Bidwell	English	4-7
	Ted Greenwood	English	4-7
	Christobel Mattingley	English	4-7

APPENDIX M - The Carnarvon Pilot Loan Video Project (Report Extracts)

A few extracts from reports about the Carnarvon Pilot Video Programme are given here to assist teachers to get the most educational value from the Loan Video Programme.

It is generallly acknowledged that the video programmes available are adjunctive to the core curriculum and that those needed are programmes closely integrated with the correspondence curriculum, keyed to the specific objectives of day-to-day school work.

One common observation is that the parent/supervisors have little opportunity to integrate the video programmes with their on-going school work. A-V News, published by the Audio-Visual Education Branch, helps somewhat by providing advance information about upcoming programmes recorded off-air by the Branch for circuit distribution.

Use of the videotapes thus far, therefore, has been primarily as an adjunct to the core curriculum - very useful in their own right and highly motivating, but usually lacking integration with the rest of the school curriculum.

Marvin J. Rosen
Senior Teaching Fellow
School of Teacher Education
Western Australian Institute of Technology

There was little integration of the video programme with the curriculum.

Valuable time saved at the receiving end, where a subject could have been dealt with a short time prior to receiving the video tape. A little foreknowledge could have had the lesson and tape used consecutively.

Jenny Percy

There appears to be little integration of the video programming with the curriculum. Recognizing the limitations and constraints, I still believe that some effort should be made to correlate some of the video programming with curricular activities.

Dean R. Spitzer
Visiting Fellow
School of Teacher Education
Western Australian Institute of Technology

HOSIE, Peter

Video in the Outback - an evaluation of Western Australia's Loan Video Programme, Perth, Education Department of Western Australia, 1984.

This report gives the results of research into children, parents and teachers reactions to the Commonwealth funded Loan Video Programme. Provides a detailed analysis of the educational value of supplying video cassette recordings of ABC schools broadcasts to primary school Distance Education Centre and School of the Air students.

The Programme has been well received despite problems with integrating ABC broadcasts with existing syllabi and students completing follow-up activities. Positive benefits attributed include: greater motivation to learning increases in general knowledge, reductions in social and cultural isolation as well as enhanced parental involvement.

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